Unveiling inclusive education: Teachers’ perspectives in Rio de Janeiro

Desvelando a educação inclusiva: perspectivas de docentes do Rio de Janeiro

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ABSTRACT

This study examines inclusive education challenges in Brazil’s West Zone of Rio de Janeiro. Despite legal guarantees and policy efforts, student dropout and exclusion persist. Ethnomethodology is used to understand daily practices and perspectives of teachers and managers. The research aims to bridge the gap between policy ideals and implementation realities. Findings highlight persistent challenges due to social disparities. While legal frameworks ensure access, implementation falls short. Educators and administrators stress the need for training, improved communication, and better infrastructure. Comprehensive interventions are crucial for inclusive education success. This study offers insights into the hurdles and suggests strategies for aligning policy goals with practice.

Keywords: Educational policies; Social disparities; Exclusion.

RESUMO

Este estudo examina os desafios da educação inclusiva na Zona Oeste do Rio de Janeiro, Brasil. Apesar de garantias legais e esforços de políticas, a evasão escolar e a exclusão de estudantes persistem. A etnometodologia é utilizada para compreender práticas diárias e perspectivas de professores e gestores. A pesquisa visa diminuir a lacuna entre ideais de políticas e realidades de implementação. Descobertas destacam desafios persistentes devido a disparidades sociais. Enquanto estruturas legais garantem acesso, a implementação fica aquém. Educadores e administradores enfatizam a necessidade de treinamento, comunicação aprimorada e melhor infraestrutura. Intervenções abrangentes são essenciais para o sucesso da educação inclusiva. Este estudo oferece insights sobre obstáculos e sugere estratégias para alinhar metas políticas com a prática.

Palavras-chave: Políticas educacionais; Disparidades sociais; Exclusão.
INTRODUCTION

The Constitution of the of Brazil (Brasil, 1988), in article 205, guarantees education as a right for all, being the duty of the State and the family in collaboration with society to guarantee the development of the person for autonomy and training for work. The same legal diploma in the following article, 206, emphasizes its first principle: equal conditions for access and permanence in school.

Finding ways for effective quality education, that is, access, permanence, learning, and completion of Basic Education for all children and young people, has been a tremendous social battle today. The search for this educational profile involves universalization, integrality, and inclusion in a collective effort involving government, family, and society.

Aligned with the constitutional text are the National Education Guidelines and Bases Act-LDB (Brasil, 1996) and the Child and Adolescent Statute-ECA (Brasil, 1990), both ratifying the right to education and including children and young people in this process.

By portraying the Brazilian educational reality, Mantoan (2015) states that student failure and dropout are related to the deprivation and exclusion these young people go through. The United Nations in Brazil (ONUBR), in its project 17 'Goals to Transform the World', proposes the fourth objective: to ensure inclusive, equitable, quality education and to promote lifelong learning opportunities for all.

Numerous inclusive actions are tirelessly carried out in the educational universe, aiming to remedy the excluding and elusive scenario that persists in this reality. The school is an essential space for construction and social transformation, while a territory with heterogeneous characteristics must guarantee an effective policy that promotes the inclusion of all students, respecting them in their diversity (Freitas, 2006; Furletti, 2017; Garcia; Michels, 2014; Lima, 2005; Mantoan, 2006). In this panorama, the relevance of investigating the process will be built, as well as the relevant actions, which, in the light of what determines the legislation, guarantee inclusion in the educational environment, especially in meeting the demands of education.

This study aims to analyze inclusion actions from the perspective of teachers and educational managers working in the West Zone of Rio de Janeiro.

METHOD

Rio de Janeiro is geographically and administratively divided into four regions: North Zone, Zone, South, West Zone, and Center. We concentrated our data on the city's West Zone for this study. Mapped by Instituto Rio, a Social Organization of Public Interest (OSCIP), the city's West Zone is marked by high social inequalities. We are comprising the neighborhoods of Bangu,

The region has the municipality's lowest Human Development Index (HDI), pointing to profoundly contrasting realities. Among the markers of this index is education, which is presented as the central core of this study.

**Ethnomethodological research**

This research takes advantage of ethnomethodology's heritage to identify and describe the knowledge built by a group in its practical actions. Ethnomethods are analyzed, described, and observed in the daily actions of human beings; these actions aim to interpret and build the social world (Garfinkel, 2012; Silva; Votre, 2012; Coulon, 1995).

This current considers human beings capable of understanding and interpreting the world in which they are inserted, using their ethnomethods to read everyday life. In ethnomethodology, understanding is more important than explaining facts, making these interpretations an essential objective in research. The practical reasoning of the actors can be unraveled from their actions in common sense, thus making their beliefs and behaviors understandable (Garfinkel, 2012; Guesser, 2003; Coulon, 1995).

For ethnomethodology, the actor plays an active part in defining his daily life, and it is up to him to understand, experience, interpret, describe, and jointly propose a definition for a given situation.

Based on the critical concepts of ethnomethodology, this study sought means to interpret the results better. We can mention practical actions, indexicality, reflexivity, reportability or accountability, and membership.

**The data collection**

The semi-structured interview was the instrument used for data collection. According to Lübke and André (1986), besides being an essential instrument, it is one of the primary data collection techniques in social research. They also point out the atmosphere of interaction between the researcher and the participant. Moreover, in this sense, the ethnomethodological proposal understands that knowledge is built in action. Therefore, the interview itself, the way it takes
place, the unpredictability factor, the decentering, and the discourse reconstructions constitute objects of study (Garfinkel, 2012).

**Participants**

Ten individuals working in the western zone of Rio de Janeiro participated in this study, including managers and teachers working in Basic Education in the Public Teaching Networks of the spheres of federal, state, and municipal. In this case, they were divided as follows: in the Municipal Network that serves Early Childhood Education and Elementary Schools 1 and 2, three managers were interviewed, one working in Early Childhood Education, one in Elementary Education I, and one in Elementary Education II and the teachers also distributed in the same proportion. In the State Education Network, which compulsorily attends High School, interviews were collected with a manager and a teacher, and in the case of the Federal Education Network, a manager and a teacher participated in the study.

The criteria for selecting study participants were established as follows: in the case of a manager, having at least five years of public service dedicated to education, the time necessary for an employee to be able to apply for a management position, having completed higher education in any degree area, be in a management position for at least three years, a time that corresponds to one mandate, which can be of both sexes. For teachers: to have a degree, to have been working in the teaching network for at least three years, this time referring to the end of the Probationary Internship, and to be occupying the position of the conductor during the research period and of both sexes.

**Data processing**

As for the data collected in the interviews, they were treated using the methodology of conversation analysis anchored in ethnomethodology. According to Silva, Andrade, and Ostermann (2009), being able to count on the participants’ perspectives on their actions and interpretations is a central object of ethnomethodologists. Investigating through speech-in-interaction how they act, relate to each other, how they organize themselves is what ethnomethodological research seeks. Cicourel (1977) apud Guesser (2003) points out that in practical reasoning, characteristic of ethnomethodology, how actors speak using words and narrative to express their experiences and activities is observed. However, Guesser (2003) reports the significance of treating such data from the perception of these lines by looking at specific interactions and peculiar situations. For him, “the interest of conversation analysis lies in perceiving how the participants organize the interaction from moment to moment” (p. 272).
In the analysis of the conversation, the researcher will be able, in detail, to perceive, in the face of the subjects’ speeches, the categories used by him as well as his point of view on a specific situation, thus giving a more reflective characteristic to the research considering the social role of the researched and of the researcher, since conversation is a more commonplace and mundane manifestation used in social relationships. In this sense, Silva, Andrade, and Ostermann (2009) point out that: “by focusing their analyses on interactions, more specifically on speech, this perspective presents a vast universe of possibilities for analysis, since speech permeates basically all human activities” (p. 17).

The data to be studied, discussed, and interpreted for conversation analysis must emerge from naturalistic interactions, meaning they will not be collected in experimental environments. However, in environments where they happen or happened, that is, in everyday situations.

In this sense, the main way to collect naturalistic data for later analysis is through audio and video recordings of the conversations, depending on the researcher's choice. And then it needs to be transcribed.

Guesser (2003) points out that some practical characteristics should be considered: planning, registration, transcription, assignments, analysis, and reporting. The researcher should prepare a guide script to clarify the recording when planning. It will guarantee good recording quality if recorded in an appropriate place and instrument. As for the transcription, as it becomes detailed, it will analyze the data collected proportionally richer, and the attributions of each participant involved will be readable. Redoubled attention for the analysis will be sought in the transcription so that no essential report details are lost. In the end, the presentation of a report can point out the entire path of the research, critical points, and analysis and considerations of what was collected.

Given the characteristics exposed, this research, of ethnomethodological nature, sought, with the analysis of the conversations, interpretations about the daily practices that permeate the universe of inclusion from the educational perspective.

RESULTS AND DISCUSSION

Interviews with teachers

This section analyzes the responses collected in interviews with Physical Education teachers from Municipal, State, and Federal public education networks. This analysis is based on the key concepts of ethnomethodology so that the focused educational routine can be better interpreted. At this point, it is important to highlight that all the questions addressed in the interview sought to translate the teachers’ daily lives into their pedagogical practices.
In the first part of the interview, personal data were collected, such as name, age, length of experience, the public sphere in which they work, and length of service, which will be kept confidential in analyzing these data. However, to identify these answers, we used the acronyms P1, P2, and P3 in the analysis to refer to teachers from the municipal network of Rio de Janeiro, respectively, from Early Childhood Education, Elementary School 1, and Elementary School 2 and P4 for teachers from the State Network of Education in Rio de Janeiro and P5 for a teacher at the Federal Education Network.

In the second part of the interview, the questions related to the daily teaching practice begin, which respond to the questions investigated in this study; it should be noted here that in most questions, there was always an introduction of the subject that was intended to be an initial overview of what was sought to be investigated. In this sense, the first note brought to the interview the school dropout rate in Brazilian education. From this perspective, teachers were asked if they noticed the occurrence of this phenomenon in their school unit. In the municipal network, P1 and P2 responded that they did not perceive school dropout in the unit where they work, while P3 pointed out that they noticed this phenomenon at their school. P4 also confirmed the existence of student evasion, and P5 said that this rate does not exist. The report made in the second question helps us clarify these answers and make some analyses and notes.

The study occurred in a Rio de Janeiro region with the lowest HDI among the West Zone neighborhoods. The social inequalities present between these neighborhoods draw attention to this locality. The teachers who pointed out the non-existence of evasion P1 and P2 work in the neighborhoods of Realengo and Bangu, which, despite having an area of conflagrated poverty and, consequently, students are in a vulnerable situation, have the picture of this reality painted in better condition than the neighborhoods of Santa Cruz and Campo Grande, described by P3 and P4 where evasion is present. This reality reported by the teachers has, in both cases, the high rate of violence, the lack of family structure, the constant change of address, and learning delay as justification. Also noteworthy is that P1 and P2 are teachers in the early years of schooling. In the municipality's case, the control and collection of institutions are more significant, and often, school attendance is linked to federal school retention programs. On the other hand, P3 and P4, where evasion is high, work with Elementary II and Secondary Education, where institutional control and personal freedom are flexible. P5 portrays the selective reality of Federal Education, where the existence of the draw or the selection test are criteria that, according to it, value the possession of the vacancy.

The answers given by the teachers to the first and second questions of the interview provide evidence that points to the social situation described in a space with a low HDI: “lack of family structure, violence, educational gap and the constant change of residence”. Successive failures, lack of family and school encouragement need to work, and excess content are some factors that contribute to not staying in school.
In the same way, the teachers who declared the evasion and what justified the non-evasion, in this case, P5, can describe and make structuring reports of reality based on practical action.

In the third and fourth questions of the interview, the study sought to understand the familiarity of the teacher interviewed with terms that go hand in hand with the perspective of a school for all and with everyone without segregation or exclusion of anyone. In the conversation, the concepts of integration and inclusion were presented, and we sought to observe the reports of how this happened in practice within the school, as the distinction between terms is a good start for transforming these spaces (Mantoan, 2015).

The reports indicate that, in practice, actions based on these concepts still need to be consistent. The conflicting reports may justify the need for more information, training, and intimacy with the process. Greater coherence was reported by P1, who verbalized perceiving a more inclusive public education and who guides her practice by this profile and justifies: “The school accepts everyone without discrimination and has been preparing to receive this student with a resource room, interns and special education agents. The same P1 points out that, with all this, there is still a lack of resources to carry out the process. On the other hand, P2 and P3 categorically state that they perceive the school to have an integrative profile, and their practices still correspond, that is, integrative. At that moment of the conversation, it was perceived that they act this way because the daily actions of public policies and the classes themselves are still integrative. Without separating them, they were not trained to work with the differences between integration and inclusion. P4 demonstrates in his report the desire to unite the integrative and inclusive proposals because, according to him, they complement each other, and P5 reports that in his federal unit, the practice mixes the two perspectives, integrative and inclusive, varying according to the profile of the unit's management.

This issue was much reflected and analyzed in this study, as reports indicate that teachers present themselves as participating members of a group, a social context without a well-constructed and anchored foundation. Nowadays, not knowing, discussing, and reflecting on inclusion mainly denies educational and political efforts to correct a systemic process of school dropout. Public policies permeate the daily life of school units regardless of the will of their managers, and these, in turn, do not assume the role of leadership that trains and manages these social spaces. From the ethnomethodological perspective, we are facing the concept of reflexivity, as the social actors in question describe their practices in this social framework built by themselves for Guesser (2003, p. 161): “This reflexivity of signs produced by the actors is what gives rise to to social actions, and this is the social product that must be analyzed”.

Seeking to understand and clarify the lines used for the previous answer was asked if they had already participated in discussions or training on the subject of inclusion, considering that for Mantoan (2015): “training the teacher from the perspective of inclusive education implies re-
signifying its role, that of the school, that of education and the usual pedagogical practices of the exclusionary context of our teaching at all levels” (p.81).

Of the five teachers participating in the interview, three said yes, and two said no, but with the caveat that those who had already participated in some movement at this level brought the issue of disability as the background of the discussion. Then, when asked if they addressed issues relevant to inclusion with their students, all reported having already discussed the topic in class, with only P2 working on the perspective of disability. The other four teachers report that the triggering situations came from issues of the order of differences: sex, religion, violence, that is, individual differences. At this moment of interview analysis, the reliable misunderstanding of the term inclusion has been apparent over the years. However, it has been strengthened by studies, theories, and practices about the term; its concept is historically born and, in a way, creates links to special education studies (Ferreira, 2006).

The following discussions were intended to verify not only knowledge but also a reflection on the legal system in the practical actions of everyday school life since, even under the guidance of the laws, we risk using the concept of difference to reproduce exclusionary models (Mantoan, 2015). The following were cited: the Constitution of the Federative Republic of Brazil, the Law of Guidelines and Bases of National Education, and the Statute of Children and Adolescents.

Teachers who work at the municipal level, P1, P2, and P3, recognize the legal system as, in fact, a guarantor of citizens’ rights concerning access and permanence in school. However, it is worth mentioning here the positioning of P3, whose school is located in a very vulnerable area of the West Zone, Santa Cruz neighborhood. He pointed out that even with the laws, the number of vacancies, for example, must be increased. This report leaves evidence that there is an excellent demand for enrollment places, that we still have children out of school, and that, in the micro-universe, the school does not have the means to change this reality, which is reflected in the macro system, in society, a low HDI, for example, in the region. For Coulon (1995), this is a social life constituted by everyday actions.

P4 and P5 perceive in their networks, respectively State and Federal, the effectiveness of the legal system; both mention that enrollment is now allowed at any age in schools, and there are vacancies for every citizen who wants to study. Despite this discourse, it is worth reflecting on the selective process of attracting students to the Federal Network, as it is done via a selection test, which immediately presupposes exclusion. This fact is only justified here by the non-mandatory education provision in this segment. However, for the research, it is worth noting that although P5 is aware of the legal system, he still needs to become a member as he never reflects on the position of the Federal Education Network.

As for the formation and training of this public education teacher about the laws, the interviewees were unanimous in informing, even with some dissatisfaction, that they do not occur.
When they are offered any training, it is related to teaching practices. At this moment, reports of complete withdrawal from the school universe call attention. These narratives show how much the institutions distance their agents/actors from collaborating in the macro education project. These professionals are confined in their area of knowledge, attached to a part and away from belonging to the whole.

Regarding the family's knowledge, teachers from the Municipal Education Network, P1, P2, and P3, reported that they need to be fully aware of these laws and, consequently, of their rights. They also said that a few families have some understanding; however, these should have been discussed or informed at school. According to them, these searches are personal, and the information is often distorted and unrealistic. On the other hand, teachers from the State and Federal networks point out the families' knowledge of the laws and that these are clearly discussed in the units' meetings. These reports, in practice, demonstrate that minors have a dependency relationship; that is, they need the action of the family's understanding to guarantee their rights. For older ones, the searches can be on their own.

Regarding the promotion of these discussions in the units where they work, most of the interviewed professors said that this always occurs indirectly, in conversation circles, projects, or even a signal for attention to a particular demand, always coming from an agency or sector.

As for the programs that are offered by the State, which aim to guarantee the necessary conditions for students to stay in school, food, transportation, teaching materials, and health care, all of the teachers interviewed reported being aware of such actions and programs, in well-developed speeches, they make it clear that as they are part of that group and that education process, everyone is fully aware of what these programs are and how they happen.

When asked about their attendance at his unit, the position of P4, a state professor, points out the inefficiency of the health care program at his unit. During the reports, it was interesting to see how familiar the teachers were with these actions. We had reports of receiving books, the quality of school lunches, transportation, and actions, such as dentists' visits to schools, which are directly related to health care.

In these speeches, we can perceive active actors in the social scenario, living in the daily life of the school unit, and with this description of reality, we conceive this teacher not only as a participant in the group but also as an entity that collaborates in the social construction of this group (Guesser, 2003). Moreover, to finalize the survey on these programs, they were asked which actions were directly related to their disciplines. In this questioning, the teachers again unanimously stated that all collaborate or provide relevant discussions. At this point in the interview, we could perceive extra comfort and satisfaction in the discussions. At this moment, the interviewer starts to question something that is part of the universe of classes; the discussion leaves the macro, the school as a whole, and passes to what concerns that professional, his world.
Finally, concerning pedagogical practices, all teachers reported that there are still exclusionary situations. However, they all promote moments of discussion, reflection, and pondering to adjust these behaviors so that all students can enjoy the proposed activities pleasantly and especially respect differences between people.

**Interviews with Directors**

In this session, we analyze the interviews collected among directors of public education networks: Municipal Network, State, and Federal. Five directors participated in this stage of the research: three of them from the Municipal Education Network, one from the Early Childhood Education segment, one from Elementary School I and one from Elementary School II, a director from the State Education Network participated, and from the Federal Education Network we also had the participation of a director. Respectively, we will use the abbreviations D1, D2, D3, D4, and D5 to identify the respondents.

In the first part of these interviews, personal data were analyzed that validated all interviewees' participation in meeting the inclusion criteria established in the research; in the second, questions relevant to the problem raised by this research began.

When asked about the perception of school dropout, there was a relevant difference among the directors of the municipal network: D1 pointed out that there is school dropout in Early Childhood Education. Asked next for a reason, he pointed out the change of address as the primary cause. Elementary school directors, D2 and D3, said this segment had no significant dropout. Notice that where this school dropout draws attention is in the segment where the obligation to attend school is recent. In addition, when asked about the reason for evasion, D1, when pointing out the change of address, also describes the families themselves do not see any difficulty in making frequent changes of school children, as they do not yet recognize the importance of Early Childhood Education in the process of education. Many still feed the idea that this moment in the process has the pure and straightforward function of socialization. In this sense, it is clear that social, cultural, political, and economic factors, reflected in socioeconomic conditions and violence, encourage and contribute to the process of dropping out of school.

For Coulon (1995), actors can report the procedure that manufactures reality and, in this way, make their actions understandable by revealing to others the processes by which they carry out the report. D4, director of the State Education Network, brings at the other end of the process a very alarming social reality: evasion does occur due to the great need for young people to supplement the family income and more due to the lack of resources to get to school and low school performance directly interferes with the student's interest in continuing this training process.
Within the Federal Education Network, D5 also reports that there is no evasion and justifies the fact, the appreciation of the service provided by the federal educational institution, according to him: “the student who gets the vacancy, through the contest, even with difficulty, makes a great effort to maintain it”. These reports account for a precarious social reality of the meaning and significance of education for a portion of the population. However, from the directors' perspective, they bring evidence of the reality experienced by members of those social groups in which their educational units are inserted.

In the following question, we bring the concepts of integration and inclusion to the conversation. Unlike the reality collected by the teachers, the directors need to understand the difference between the concepts very well, making the responses fragile among the directors of the Municipal Education Network, D1. Responding to Early Childhood Education points to an attempt to establish an inclusive profile. However, the system still presents integrative practices. Director D2, Elementary School I, talks about inclusive practice in multifunctional resources but mentions only welcoming differences related to people with disabilities. At the same time, D3, Elementary School II, speaks firmly of an integrating profile, and the D5 from the Federal Network. D4, director of the State Network, stood out in his response, as he was the closest to the broad concept of inclusion: he pointed out that although with advances in guaranteeing access and conditions for all people to attend the school space, the inclusive profile still competes for space with inclusive policies within schools.

These conversations are marked by a confused language of a reality not yet wholly understood and studied. Managers show us in these considerations that in practical actions, we still have a lot of the idea of integration: the adjustment of the individual to be part of it, normalization, when in fact, the situations suggested by them should bring with them the idea of welcoming differences, the acceptance and mutual adjustment of all parties (Rodrigues, 2006; Sánchez, 2005; Santos, 2009).

Talking about inclusion and thinking only about people with disabilities shows how fragile the perspective of the concept is. They proved to be immersed in a still confused practical reality, which, in this case, ended up generating sometimes ineffective policies. These reports of the stated situation describe reality not purely but how it is constituted.

When asked about their practice in managing a unit, considering the administrative and interpersonal aspects, the majority (D1, D2, D4, and D5) said they prioritize an inclusive profile. It draws attention to the firmness with which the D3 points to an integrative profile. It was evident in his response to non-observance and knowledge about the concepts.

When asked about participation in discussions and training that addressed the theme of inclusion, the Municipal Education Network and the Federal Network directors said yes; some even mentioned personal training related to this theme. However, it is worth mentioning here the
statement made by D4, who points out that he has never participated in any training offered by his network to discuss or train in the perspective of inclusion.

With these reports, we realize that, at the base of the process, the guidelines are inconsistent and confusing, which do not prepare for work in the field, leaving the practice weakened since the responses collected from the perspective of training are inconsistent with the previous responses. The confusion between concept, policy, and practice makes actions in the field fragile and ineffective. As a solution to this problem, Mantoan (2015) points out that: “the constant and systematic exercise of sharing ideas, feelings and actions between teachers, directors and school coordinators is one of the ways to achieve the desired success in emergency training for inclusion” (p.81).

When asked about issues related to inclusion with their students/school, all responded that they hold such discussions as situations arise that need to be discussed on issues related to differences.

However, D4 brings up the position that the discussion occurs more frequently in classes where we have students with disabilities. We noticed in these speeches that occurrences of disrespect are the trigger for discussions about inclusion. Something needs to happen for the subject to gain strength in the unit. An inclusive society must be built and structured in daily situations, discussions, activities, and training. It must constantly occur so that this issue is no longer a matter of concern but something natural in the practical actions of any individual or society.

In the following question, the interview asked about the legal system. The most significant law, the Constitution of Brazil, guarantees every citizen access to and permanence in school. When asked how the managers perceived this daily, all were categorical in affirming the partiality of the constitutional text’s reflection in the school’s reality. The effective lack of vacancies was the predominant argument in the speeches. Some even point out that they exist. However, they are so far from the students’ homes that it puts their interest in studying to the test, or even those who enroll end up dropping out. They also draw attention to the need for structure, training, professionals, meals, and the quality of teaching itself. D3, in a moment of the interview, responds by returning a question: “is there any point in having a place for everyone without guaranteeing the quality of what happens there? Students drop out!” As a member and leader of a teaching unit, the answers to this question reflect the harsh reality of an educational universe. Managers recognize the effort to guarantee the enrollment of everyone in schools, but these, without an adequate physical, professional, and operational structure, only represent numbers. Their speeches denote the need for better structuring not only to meet the numbers of national plans but also to meet the needs of citizens. In this report, the concept of reflexivity pointed out by Guesser (2003) is explicit: “When developing and practicing their daily activities, the actors describe the framework in which they are inserted from a mental operation where they correlate the wealth of
acquired experiences, knowledge, creative and adaptive capacity, and the interactions of the interactional process” (p. 161).

Concerning the reflexivity of the LDB (Brasil, 1996) at school, everyone said they perceived it in the day-to-day life of the school and that it is related to the concept of inclusion when it is constantly being structured to serve people with disabilities. In these reports, the LDB was not perceived with its importance and magnitude, and the concept of inclusion in common sense continues to be closely linked to people with disabilities. Like many others, the manager does not link the meaning of including everyone in their differences; subjectively, some were segregated, separated, or excluded in the speeches.

After the LDB, the interview addresses the ECA, the Child and Adolescent Statute, from the perspective of how it works within the school. All were emphatic in saying that the ECA is complied with and respected within their units. At that moment, a statement of firm and punctual leadership was perceived, making it clear that nothing was wrong in their units; everything was as required by law. At that moment, the ECA should have a stricter or more excellent compliance inspection than other laws.

About the training of these managers, when asked about the possibility of training, the directors of the municipality were firm in saying that they do not have these moments; D1 even points out that if these occurred, they would give them more arguments for discussions with the community school. On the other hand, D4 and D5, state and federal, respectively, pointed out that they often participate in training that addresses the legal system. At this point in the interview, we found that institutions need more practical actions that guarantee effective action in the school community by such managers. With that in the next question, when measuring the families' knowledge about such laws, the managers answered that what they know, they sought on their own, as there are few moments in which the unit has for such discussions or even training. This knowledge is superficial and often erroneous.

Continuing with the perspective of how these legal systems unfold at school when asked if discussions are promoted within their units, all were emphatic in stating that it always occurs indirectly in informal conversations between the team. This type of attitude makes it clear that if there is no discussion within the school, this issue loses support with the community, and therefore, often mistaken and inconsistent knowledge is generated, leaving citizens at the mercy of their rights.

When reporting knowledge about supplementary education programs, all managers identified as didactic material, transportation, food, and health care. They also stated that all of them function appropriately in their units. At these times, the speeches show evidence that institutions guarantee the basics for the unit’s operation. At no time was the quality questioned or questioned.
CONCLUSION

The search for quality education for all is part of the laws’ texts and the existing public policies inside the schools. In this study, we seek to analyze inclusion actions in public education from the perspective of teachers and educational managers working in the West Zone of Rio de Janeiro.

Regarding school dropout, it was possible to verify that this phenomenon still exists in schools and, more pronouncedly, in Early Childhood Education in the final years of Elementary and High School. In the first, the attributed cause was the family’s change of address. In the other two, the justification brings issues related to social vulnerability, such as violence, poverty, and learning delay. In these cases, regarding the change of address in Early Childhood Education, dropout may be linked to the lack of vacancies in the region of change or even the little importance given by families to this level of education. The PNE (2014), in its goal 1, establishes the universalization of vacancies for preschool in Early Childhood Education by 2016, defining, as a rule, the expansion of the network respecting the rules of accessibility in force, an evaluation to be carried out every two years to assess not only the quality, but also the physical and administrative structure and pedagogical resources, and even more so to monitor and monitor the access and permanence of children in Early Childhood Education.

In this sense, a well-established Early Childhood Education from a structural, administrative, and pedagogical perspective will encourage society to recognize and value this level of education. Early childhood education will move forward in the common sense vision of being just a playful space for socialization to a pedagogical space for training and building knowledge.

In primary and secondary education, this result can be correlated to the low HDI in the region. Faced with this reality, thinking about public policies beyond educational ones implies the guarantee of permanence and greater success in reducing and eradicating the phenomenon of school dropout for this age group and level of education.

In this sense, the analysis points out that the exclusion process is still very present in the Brazilian school reality, and this movement has generated a significant evasive flow in the school environment. It is evaded by the importance of training that the family does not provide, latent social issues evade it, and differences evade it.

On the other hand, the selectivity applied when entering the Federal Education Network generates in students a greater appreciation for the vacancy conquered.

It can be verified that from the perspective of a school for all, without the excluding profile, we also infer the inconsistency of the concept of inclusion both in the speeches and in the practices. Reports and actions still need to be clarified with integration proposals. There are few formations and qualifications. These when they occur or are for personal interest, in the case of
teachers, or for administrative issues, in the case of managers. The knowledge of teachers and administrators needs to be better anchored. The word inclusion in the school environment mainly refers, in the thinking of educational agents, to people with disabilities. Discussions, interventions, and reflections with the school community are generally linked to specific situations that refer to issues of differences. No work proposal acts on the subject; a punctual fact is always expected for any intervention. Institutions need to work to tend to the purposes of inclusion not only from the student perspective but also from the teaching and administrative perspective, offering training, working conditions, and physical and functional structure so that the entire school community lives inclusion in an environment rich in diversity because by On the contrary, we will keep the school exclusive and emptied. This conceptual and attitudinal instability causes, in a way, a gap between public policy proposals and practices within schools.

The reports show that the legal system that guarantees everyone's access and permanence in school is fully known by all education agents, teachers, and administrators; however, concerning training, unfortunately, it does not occur to the group's satisfaction. On the other hand, families need more understanding about such legal determinations; what little they know was not discussed or passed on by the school but sought on their own. Discussions both between the group of educational agents and with the family, when they happen, are always indirect. It takes the occurrence of a specific situation so that certain actions are thought. As a school, we need to bring these laws to life, aking from paper and transforming what each article establishes into actions and attitudes, guaranteeing everything from continuing education to discussions and information to families about their rights and duties. After all, as a social space for training, the school needs to assume this responsibility. It is not enough to guarantee access and permanence as the law says; it is necessary to go further, and in this case, we are talking about providing quality education for all. There is no surprise when the concept of inclusion does not echo within schools, and much confusion still exists between past practices and those pursued today.

The federal programs that encourage access and the permanence of every citizen in school were recognized and listed by educational agents, and they exist to guarantee a minimum of equal conditions in this process. Transport, food, educational materials, and health care are part of the daily functioning of a school unit. A single weighting was made to transport. Although it exists to respond to the lack of vacancies close to the students' housing for minors, we still need to be extended to a responsible person. It seems simple; however, it makes it impossible for a child to go to school when the family needs more resources. The justification for school material is that it ensures a diversity of practices and, consequently, the stimulation and development of different skills, indirectly providing students with greater interest and involvement. Adequate nutrition is essential for carrying out physical activity safely, and health care becomes school actions that correlate to what was discussed during classes.
The interviewees recognize that it is necessary to change and guarantee that they make an effort daily to have a school that is genuinely a social space and a trainer of critical, autonomous citizens and transformers of reality, where differences do not push people away but bring people together.

Because of what has been exposed and reflected so far, it is clear that the exclusionary profile of the Brazilian educational reality is still present within schools. Our children and young people do leave these spaces. Even with laws, plans, and goals that are brilliant on paper, more is needed in practice; this is more in thinking not only the whole but also the parts. We must review the physical structures of educational spaces and make them suitable for the proposed models. It is necessary to attend to everyone, giving them appropriate conditions for developing their potential. It is still essential to look at teacher training to prepare them for this model of education that we have been trying to build for years. Likewise, we must guarantee a continuing education process, which is essential for monitoring and guaranteeing the success and progress of any current proposal. Implementing professionalism in the administrative sector is about training a good director and strengthening and training all administrative collaborators in a unit.

Being close to the families means establishing and creating bonds with the school community that that unit belongs to, calling the school responsible for interfering in that space. However, looking at the leading actor in this process is essential: the student. The school is for society, and within it, this society is represented by its students, who, in their practical actions, faithfully reflect their environment, their group, their desires, and their needs. Although they are a reflection of a group, they are different and carry with them the rich mark of diversity. That is why we need an inclusive education, an inclusive system, an inclusive school, and an inclusive class that welcomes everyone in their differences, because only then can we aim for a just society for everyone. Failure to observe these considerations leads to the constitutional right to doom education to failure.
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