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INCLUDING EDUCATION AND TEACHER TRAINING IN THE LATIN AMERICAN CONTEXT

Diná Freire Cutrim

Master in Education UFMA (Federal University of Maranhão). Teacher and Pskier.
<https://orcid.org/0000-0003-2792-0117>

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Abstract: The initial training of teachers who attend in an inclusive educational context needs to consider the many deficiencies of disabled students so that everyone is included in the regular education system. Thus, this work aims to survey productions that were focused on the formation of teachers inclusive education in the period 2013 to 2020, In two circulation journals in Latin America, as a way to verify which formative demands are being claimed on the continent. The methodology used was the qualitative approach that uses assumptions of bibliographic and exploratory research. The main results found were: need for investments in the initial and the continuing training of teachers to work in inclusive contexts; more studies addressing the diversity of disabled students included, the countries of the continent need to publish their formative demands since only thirty percent of Latin American countries publish studies aimed at inclusive education and teacher training.

Keywords: Teacher Training, Inclusive Education, Scientific Production.

INTRODUCTION

Inclusive education in the context of Latin America, when considering teacher education, provokes debates about the educational inclusion of disabled students, because the permanence in the school of students in situations of educational inclusion depends largely on the care that teachers can provide to disabled students.

The educational data of Latin America and the Caribbean based on the report of Global Monitoring of Education Latin America and the Caribbean Inclusion and Education: (MGE) all without exception, points to the region with a mesh of social inequalities, whose main axes include socioeconomic level, gender, ethnicity, race, territory and life cycle, in which, are interconnected

axes that reinforce each other and manifest themselves in all areas of development and rights, including education. (MGE 2020, p.7). Given what is evidenced in the report, the Latin region continues to have inequality and educational marginalization, and when considering the socially excluded, such as people with disabilities, the reality is even more critical, as pointed out in the aforementioned report of Global Monitoring of Education, the characteristics commonly associated with distribution inequality include gender, wealth, disability, and other beliefs and attitudes. (MGE, 2020. P.04).

Thus, thinking about inclusive education and teacher training in this context, with research and studies that lead to education for the inclusion of all in the regular education system, it is necessary to provoke discussions, about what formative demands are necessary for governments and the education system, to be adapted to the educational needs of students deficient.

In this sense, we discussed the educational assumptions of the region that are of discontinuity of educational policies, deepening of the neoliberal model adopted by several countries of the region, which triggered processes of new populism and radical populism, such as the military dictatorships of the twentieth century, pointing to new possibilities, in order to give way to the culture of rights, individual freedom, tolerance, and pluralism. (Rodriguez; Salinas, 2017).

Teacher education in the Latin American continent also suffers from the interference of international organizations, where “teachers are not considered a priority for the World Bank, which reverts to the scrapping of the teaching profession, based on the belief that if well equipped with the school, anyone can teach children, without the need for further training.” (Casagrande, et al. 2014, p.8). Most of the policies recommended by the MOs

and regional education projects in Latin America, such as PRELAC, PREAL, and PERDALC, highlight that initial, continued training and teaching career necessarily depends on professionals with “relevant training,” “prepared” and “well trained” to provide relevant education to their students. (SHIROMA, 2018. P.100).

This said, we consider the great challenges that Latin American education has to overcome adverse contexts, since the Latin American scenario evidenced in the 2020 Global Monitoring of Education report has educational investments in the continent, and teacher education is required as important to address this reality. Thus, it is questioned, which problems are related to the training of teachers in Latin America to assist students with disabilities in the context of inclusive education, thus, this research aimed to raise the formative difficulties of teachers to include students with disabilities in the context of inclusive education in the Latin American region.

A 2019 study commissioned by the Inter-American Development Bank identified challenges in safeguarding inclusive education for people with disabilities, which included inadequate resources, late or insufficient identification of needs, inadequate teacher training, inaccessible infrastructure, and lack of Assistive Technology. (HINCAPIÉ et al. 2019) MGE 2020, p.34)

Considering the inclusive educational environment in Latin America, as well as teacher education in this context, is justified by the relevance of the educational inclusion of all in the regular education system, since the laws and educational policies aimed at the public of inclusive education are proclaimed to ensure access and permanence of these, in school, in this way, it is necessary to ascertain whether students with disabilities are included in fact and law in school and

whether teachers are receiving training that enables them to attend to students included in their classrooms.

Thus, this research is part of the Latin American continent, seeking evidence of this reality in two circulation journals in the region, which publish educational articles, among them, those aimed at inclusive education and teacher education, thus, the formative demands of teachers who work in the context of educational inclusion, exalted in the publications of the journals will serve to refer to the object of this study.

EDUCATION OF PEOPLE WITH DISABILITIES IN THE CONTEXT OF INCLUSIVE EDUCATION

The education of people with disabilities has always been linked to processes of stigma and prejudice, to educate them is synonymous with difficulties, because the specificities of their disabilities have been an obstacle for them to receive education compatible with their special educational needs. The history of this public shows how much their educational inclusion was on the margins of the intended education, because, many times, they were considered unfit for learning, therefore, without being able to inhabit the school spaces.

In the Latin American context, the educational reality of disabled students is a challenge, policies, and laws of educational inclusion, although proclaimed, as the statement by Jontien (1990), Salamanca declaration (1994), among others, has not become reality in many contexts of the region to ensure the education of these students, as reported in the 2020 Global Monitoring report on education.

Several countries in the region are advancing towards establishing inclusive education systems through laws and policies, in some ways even more effectively than in other parts of the world. However,

countries' experiences show that achieving inclusive education requires more than sound legislative and political milestones. Effective implementation depends on strong governance structures and financial resources, appropriate learning environments and materials, skilled teachers, and school leaders working with communities and their organizations, students, and parents. (MGE, 2020 P.36)

Thus, the Latin region lives with the discontinuity of policies that contemplate inclusive education, as a priority for countries to include their disabled students in the regular education system, in some realities the region, public power doesn't help, leaving to non-governmental organizations the responsibility for the inclusion of disabled students. In Latin America and the Caribbean, however, the responsibility for laws on the education of people with disabilities lies outside the ministries of education less often than in the rest of the world. (MGE 2020, P.27). As noted in the (MGE, 2020).

In some cases, public-private partnerships have been developed to reach groups historically excluded from the educational system or to cover demands not met by the state. In Honduras, NGOs have served students who are often marginalized in the education system. (MGE, 2020. P.42).

The public authorities should be responsible for including all students in their regular education system and creating the conditions for inclusion to happen, as Jesus, Effgen (2012), which although it is recognized that there is a national orientation, the way it will happen in each local space, it is up to each group of education professionals to do so, based on their knowledge, their concrete conditions, the professionals present locally, the policies instituted by those who do it, in order to provide that disabled students are included in the regular education system.

If the foundations for the educational inclusion of disabled students in the regular

education system are not created, through public policies that address their educational singularities, we will still live with the exclusion of these students, as reported by the Global Monitoring of Education 2020.

On the other hand, many countries do not have explicit programs to support inclusion. Panama provides financial support to poor students with disabilities, but only to those who study in special schools (PEER, 2020). Case studies from Jamaica, Nicaragua Paraguay that focused on disability have not identified any funding mechanism to support students with disabilities in regular schools. (MGE, 2020 p. 49)

Thus, it is necessary that investments be made in the education of disabled students, that the government takes on its social responsibility, creating inclusive schools, adapted to the special educational needs of students in situations of educational inclusion, as noted, Costa (2012).

It is necessary to highlight that the inclusion of students with disabilities in public schools is possible and is urgent for the strengthening of democracy, this is necessary, there is a need to think about the inclusion for it to materialize in the confrontation and forwarding of proposals and programs of teaching and adoption of democratic pedagogical principles in respect of minorities historically excluded from education, that in our studies have the school

Public as locus. (COSTA, 2012, p.92) .

Several barriers have been prerogatives for disabled students to be excluded from formal education, one of them, is the understanding of who are disabled students, the Brazilian law of inclusion, clarifies the following:

“A disabled person is considered to be the person with a long-term impediment of a physical, mental, intellectual or sensory nature, which, in interaction with one or more barriers, may obstruct their full and effective participation in society on an equal

basis with other people (Inclusion Law No. 13,456\2015, p.01) “.

It is relevant to know the deficiencies to which the students included has, if they are blind, deaf, autistic, in short, the understanding of these characteristics will enable the necessary adaptations to the educational inclusion of these students. Ferreira, (2009), discusses, for example, the need for sign language and interpreter for deaf students, language and computer programs for the visually impaired, alternative communication programs for students with cerebral palsy, and other support that the inclusive school needs to offer to disabled students. The Brazilian National Policy of Special Education (PNEE) proclaims that the school needs to create a welcoming environment for students in situations of educational inclusion, as it declares:

The welcoming and inclusive school environment concerns the attitude of the school community that welcomes all its members, establishing relationships of acceptance, co-responsibility, collaboration, interpersonal respect, and appreciation of diversities. The inclusive culture of the school encourages democratic citizenship, interpersonal, community, societal, and planetary relations, with a view to the common good. (PNEE, 2020, P.50.51).

In this sense, the school will be providing the inclusion of disabled students, as well as providing learning that respects their educational singularities, as recommended by the PNEE, 2020:

The principle of full development of the student's potential implies the maximization of their learning and development possibilities through education. The educational process, thus based on, is committed to actions that promote overcoming or minimizing disadvantages arising from existing barriers, permanent or temporary, in the school, professional or social environment. (PNEE 2020, P.51)

School inclusion should not ask: which place is less restrictive to this student? But what is the best instructional situation for this student to succeed? Engage the overall curriculum? This question provides new meaning to the old inclusion slogan “Everything means everything”. (SAILOR, 2014, P.01). If the school considers all the possibilities that make it inclusive, reflect on which procedures are most appropriate for the educational development of deficient students, it will be contributing to the inclusion of all in the regular education system.

TEACHER TRAINING TO WORK IN INCLUSIVE CONTEXTS

Talking about inclusive education presupposes considering the teacher in this context, his/her training, his/her preparation to assist disabled students, because the teaching practice in the education of disabled students is fundamental for the educational inclusion of these students to take place in the regular school. In this sense, investments in teacher education become indispensable, as Pimentel (2012) argues:

Quality inclusive education cannot be done without expanding resources, improving teaching and learning conditions in schools, and valuing education professionals. Without this investment, it is possible to affirm that there will be a pseudo inclusion that will act as a process of covert expulsion, which in its practice is much more perverse than segregation, for promoting symbolic violence, generating in the other, in the different the feeling of disability and non-belonging. (PIMENTEL, 2012, P.151).

Considering that teachers to make the educational inclusion of students with disabilities need specific initial and continuing education, the global education monitoring report highlights that the Latin region needs to invest in teacher training in order for inclusive education to achieve its ends.

However, many teachers lack adequate initial training. In Latin America and the Caribbean, 21% of primary education teachers do not have a bachelor's degree. Among those who hold the diploma, about 40% graduated from mixed learning or distance education programs (UNESCO, 2016b). In addition, few initial training programs prepare teachers for inclusion. MGE (2020, p.70)

The reality, in which teachers are yet to have guaranteed the right to specific training to work in an inclusive context, is configured as real in several Latin American countries, as the MGE (2020) discloses:

In Latin America, countries are trying to adopt teacher preparation to support the inclusion of students with disabilities in regular schools. In Colombia, a 2017 decree regulates the training of in-service teachers for inclusive education for the disabled, so that students with disabilities can study in regular schools with peers (Colombian Ministry of National Education, 2017). (2020, p. 74).

According to Felicete, Batista (2020), teachers assume representative roles, including knowing students with disabilities in their characteristics to notice possible demands arising from them and thinking about teaching strategies that can be efficient to promote learning. This function requires knowledge of different orders – scientific and pedagogical and those of disabilities, that is, without prior knowledge of the deficiencies that students in situations of educational inclusion need care, but it will be difficult to participate in the regular school.

Advancing in this discussion, OJEDA, PINEDA, (2013), argues that in order to have possible objectives in inclusive education, teachers are a central tool of pedagogical action, thus requiring that teachers be aware of the commitment of teachers to the students, because they are the ones who are performing educational pedagogical practices

that will favor education and respect for disabled students. It is in dealing with disabled students that teachers provoke their learning, as well as, potentiate the skills departing from the teaching process offered, giving them the condition of learners.

In order for the teacher to have the right to initial and continued training to assist students in situations of educational inclusion, the policies and laws of inclusive education of Latin countries need to contemplate this formative reality. The Brazilian National Policy of Special Education (PNEE) proclaims that teachers need to have the following training:

Art. IV – Teachers of special education. Special education teachers should have the following training: · initial training in special education; · initial training for teaching and specialized in special education or bilingual education of the deaf; · initial training for teaching and strictly graduate studies in special education or related areas; or · initial training for teaching and continuing training in special education. (BRAZIL, 2020, P,83) .

In this sense, teachers are able to serve in the following inclusive spaces, according to the Brazilian National Policy of Special Education.

Special education teachers work in specialized educational care to students, in the guidance of regent teachers, in specific or multifunctional resource rooms, in the classes of inclusive, specialized or bilingual regular schools, in specialized centers, in the shift or school shift, in the local or itinerant way. (BRAZIL, 2020, P,83)

In this understanding, the spaces of educational inclusion need to respect the proclaimed in the policies and laws to ensure that there will be no exclusions, for lack, for example, of professionals prepared to attend disabled students.

Thus, the debate on teacher education gains relevance for the inclusive context, when it highlights that the teacher has before him a challenge, which he has carried out, will

have as a consequence the right to education of the disabled student. In this sense, JESUS, BORGES (2018) contributes that:

Teacher training has become a great challenge in view of the guidelines and purposes for school inclusion. The recognition of this challenge makes us move in search of new forms of dialogue with this complexity, privilege the capacity of continuous innovation and reflection-action of education professionals, recognizing the transformations that need to be present in them so that all students can have the right to education. (JESUS, BORGES, 2018, p. 30)

Educational inclusion backed by the ideals proclaimed in the documents, how the policies and laws of countries need to be carried out in the Latin American educational scenario and build bases that strengthen education without exclusion, where teachers receive adequate training to act in inclusive contexts and disabled students are served without impediment to their special educational needs.

METHODOLOGY

To carry out this research, an analysis was made in two circulation journals in Latin America, which disseminate unpublished works in the area of Education and special education, the magazines: La Revista Ibero-americana de Educación (RIE), La Revista Latino-americana de Educación Inclusive. These journals provide an insight into the production of knowledge in the area of teacher education and inclusive education, as they receive articles from countries on the Latin American continent, enabling them to visualize the formative reality of these countries, regarding the training of teachers working in inclusive educational contexts.

RESEARCH CHARACTERIZATION

This qualitative research uses assumptions of bibliographic and exploratory research. The

state-of-the-art option of the studied theme, within a specified time and period (Marconi & Lakatos, 2017). In this sense, in order to seek a better understanding of the current production of teacher education and inclusive education, we chose to analyze the articles presented in the Ibero-American journals of Education and Latin American Inclusive Education. According to Severino (2007, p. 122), the bibliographic research: "It is the one that is carried out the partition of the available record, resulting from previous research, in printed documents, such as books, articles, theses, etc. It uses data or theoretical categories already worked by other researchers and duly registered".

As exploratory research, finding no precedent, it mapped articles aimed at inclusive education and teacher training that serve in basic education, exploring the original objective. Thus, we seek to understand the aspects of the phenomenon studied in order to make the problem the most enlightening due to the research is undertaken. Exploratory research "seeks to raise information about a given object, thus delimiting a work field, mapping the conditions of manifestation of this object. SEVERINO, 2007, p.123).

DELIMITING THE FIELD OF RESEARCH

The survey of the articles favored the training of teachers who attend students with disabilities in basic education; therefore, articles that provide teacher training to meet in contexts of educational inclusion. The time frame of the research was from 2013 to 2020, in order to know which have been, in the last seven years, the greatest difficulties encountered in the training of teachers who attend students with disabilities included in regular education.

DATA COLLECTION PROCEDURES

The information sources were surveyed, which consisted of articles, published in the journals *Ibero Americana de Educación* and *Latin American de Educación Inclusive*, which comprised the time frame of the research, and available on the journals' websites. The choice of the two journals is justified by reflecting current research trends in the area. According to the website of the Journal, *Ibero-American Education (RIE)* is a scientific publication of the Center for High University Studies (CAEU) of the Organization of Ibero-American States (OEI), which publishes four-monthly volumes with original articles in Spanish and Portuguese, which discuss the most prominent current opinions on educational topics and innovative experiences, spreading at the international level the most relevant advances and investigations in the region, since 1993.

Concerning the second journal chosen for research the *Latin American Journal of Inclusive Education*, the journal's website clarifies that it emerged in the face of the need to have a means that provides an academic dialogue around the great dilemmas and challenges that permeate inclusive education, educational systems, and today's school. The magazine has a biannual periodicity. Hence why the journal proves to be an important means of research in the Latin American continent.

The volumes and numbers of the articles were recorded for each year, and only those that were focused on teacher training in inclusive context were selected. Then, the productions were read, observing the formative demands portrayed, contemplating the objective of the research that will be worked on in the discussion of the material collected in each journal.

After this procedure, the productions were organized in a table according to the

criteria chosen for analysis, namely: research problem, The origin of the research, deficient students portrayed in the researches.

DATA ANALYSIS

To analyze the results searched in the journals, it was based on Bardin's content analysis, so that what emerges from the collected material is the evidence of the facts to be shown. Thus, Bardin configures content analysis as a set of communications analysis techniques, which uses systematic and objective procedures for describing the content of messages. (BARDIN, 1977)

The surveys were carried out manually, without the use of search fields, so as not to restrict the search only by the use of predetermined keywords. In the process, we sought an approximation of the theme under study: articles with titles that deviated from the research proposal were promptly discarded. However, there was a concern to verify the clarity of the other, from the initial reading of the abstract and the keywords.

According to the time frame of the research from 2013 to 2020, the journals published few productions that contemplated inclusive education and teacher training that serve basic education, as evidenced by the following information.

Because of the above, it is inferred that productions that contemplate teacher training for inclusive education on the continent are still incipient, a fact that infers the need for more research in the region that projects inclusive education and teacher training for discussion and reflection. In the 2020 global education monitoring report (MGE, 2020), material that will serve as the basis for discussions of the categories chosen in this work, since the reflections put forward in the report include updated inclusive educational information from Latin America and the Caribbean. Thus, it is observed in the report that the debate

Searched Journals

Year 2013 2014 2015 2016 2017 2018 2019 2020

Ibero-American
of Educación
No. 2 1 0 1 0 0 0

Latin American
Inclusive education
Number of Works 1 1 1 0 0 3 1 0

Total 3 3 2 0 1 3 1 0

Table 1. Articles found about this theme

Source: researcher data.

Revised volumes Articles Inclusive Education and Teacher Training

Ibero-American
de Educación 57 404 6

Latin American
inclusive education 16 139 7

Table 2 - 2013 - 2020 Magazine Productions

Ibero American Journal of Education	Latin American Journal of Inclusive Education
Formative demands of deaf education and implications in the initial training curriculum of professors.	Characterization of affective socio-aspects in classroom contexts with integration projects and their relationship with the integration of two intellectually deficient students.
Analysis of projects of the important aspects of teacher education and school inclusion.	Analysis of strategies implemented in the quality inclusive education program. Training to strengthen the approach to inclusion.
Reflect a model of minority language teaching of the deaf in basic education.	To know the attitudes towards the inclusive education of the English teacher.
Analysis of inclusive education, whether or not it promotes the inclusion of disabled people, in particular the deaf.	What are the formative demands of teachers to meet the diversity of the classroom, what tools teachers use to face the objectives of inclusive inclusion.
To analyze the formative demands that originate from deaf education and what are the implications for initial training curricula.	Reflect the training process of education professionals to carry out inclusive practices.
Studies of the impacts of the management model on the quality of inclusive education	Analyze the difficulties, dilemmas, strategies, and obstacles to respond to the diversity perceived by teachers of basic education during the first years.
-	To identify the role of the inclusion of students with disabilities in the construction of an inclusive space from the teachers' perspective.

Table 3. Problems discussed in productions

Source: Researcher data.

on inclusive education becomes relevant to society.

discussing the benefits of inclusive education is the same as debating the benefits of human rights. Inclusion is a prerequisite for sustainable societies. It is a prerequisite for education in and for a democracy based on equity, justice, and equity. It provides a systematic framework for removing barriers according to the principle "every student is important and equally important." It also opposes educational system trends that allow exceptions and exclusions, such as when educational authorities evaluate schools in a single dimension and link resource allocation to their performance. MGE (2020):

The dissemination of research that discusses inclusive education and teacher education by the means circulating in Latin America are tools for coping with the inequalities of educational conditions to which disabled students are inserted, in many, realities of the Latin continent. The scarcity of the production of knowledge of inclusive education, on the other hand, will lower the debate and reflections that inclusive education and teacher training will give the opportunity.

Because it is a complex and relevant theme, inclusive education and teacher education need to gain the debate of reflection, in which, the dissemination of problems linked to teacher education and educational inclusion of disabled students, can make contributions for governments in the Latin region to develop more inclusive and fair policies in their educational education systems.

When the weaknesses in inclusive education and teacher education are exposed, through research and studies, the processes of educational inclusion for the disabled students may be seen, with the necessary attention to their possible resolution, as discussed by Nóvoa, Estrela, (2009), when discussing teacher education for this century, required by inclusive processes. "Teachers of

the 21st century are fundamental elements not only in the production of knowledge but also in the construction of inclusion processes that respond to the challenges of diversity and in the development of appropriate methods of use of new technologies" (Nóvoa, Estrela, 2009 p.30).

RESEARCH PROBLEMS NOTED IN THE ARTICLES

The research problems exhibited in the productions showed according to the fluctuating reading of the articles, what researchers in the Latin region are considering as obstacles to the educational inclusion of disabled students when the teacher's education is the pressing need. In view of this, the problems that constituted the reason for the productions were extracted and organized according to the publications found in the researched journals, according to the table to be published.

The problems evidenced in the articles, the object of this research, demonstrated which formative needs teachers are linked to and what inclusive realities disabled students are immersed, provocative evidence of reflections on inclusive education and teacher training that the Latin continent lives with, which are challenges for the students and students with disabilities are included and for the teacher who is not adequately trained to assist the student in a situation of school inclusion. As for the demands of the current inclusive educational context, Nóvoa and Estrela (2009) reflect the following:

To this end, it is understood that if there is no constant investment in teacher education, bringing up the discussion of the new demands presented in modern society, there will be no way to effectively reform teaching. Dialogue-based education urgently makes the need for teacher training to be governed by this principle as well. (Nóvoa; Star, 2009, p.5-6).

The importance of the problems addressed in the research contributes to the understanding, to what extent, the Latin continent does not need to move forward to face the problems related to inclusive education and teacher training. The MGE (2020) informs the formative reality of teachers to include disabled students in Latin America.

However, many teachers lack adequate initial training. In Latin America and the Caribbean, 21% of primary education teachers do not have a bachelor's degree. Among those who have a degree, about 40% have graduated from mixed learning or distance education programs (UNESCO, 2016b). In addition, few initial training programs prepare teachers for inclusion. (MGE 2020, p.70).

Given this context, it is perceived, how much the Latin region needs to solve crucial problems to adequately include students with disabilities, thus, the exaltation of research problems that denounce what has been lauding inclusive education needs to be evidenced in the region, so that solutions are found, whenever problems are objects of investigation.

ORIGIN OF RESEARCH WORK

When considering the greatness of the Latin American continent and its consequent educational problems, the countries' gaze to their educational reality should provoke actions that will contribute to mitigating the

reality of contrast and adversity that inclusive education in the Latin American continent faces serving disabled students.

Thus, it will be highlighted in the following table which countries are contributing to discuss inclusive education and teacher training in the Latin region, according to what was found in the two journals that are the subject of this investigation.

The Latin region is made up of twenty countries, which suggests that each country has its problems including disabled students in its school systems, when it is found that only six countries publish their inclusive educational demands, this represents only 30 percent of the countries that contribute to the production of knowledge in the area of inclusive education and teacher training.

The MGE (2020) denounces what Latin countries are trying to do to adopt an inclusion policy, in which disabled students are met in their special educational needs.

In Latin America, countries are trying to adopt teacher preparation to support the inclusion of students with disabilities in regular schools. In Colombia, a 2017 decree regulates the training of in-service teachers for inclusive education of the disabled, so that students with disabilities can study in regular schools with their peers (Colombian Ministry of National Education, 2017). (MGE 2020, p. 74)

The more countries produce their research and studies evidencing inclusive education and teacher training, the more subsidies the

Country	Ibero-American Journal	Latin American Magazine
Brazil	4	0
Chile	0	3
Colombia	0	1
Ecuador	0	1
Honduras	0	1
Mexico	2	1

Table 4. Countries that contribute to the production of knowledge in the Latin continent 2013 - 2020.

Source: Researcher data

region will know to produce its policies aimed at the disabled public. How Seda discusses (2018)

achieving inclusive education [...] and particularly in teacher training, it corresponds to a challenge for which there is no single model or path of transformation. In each case, it will depend, among other things, on national policies of inclusion and teaching, on the values that mobilize [...] culture, on the particularities of the proposals for the training of the different institutions, as well as on resources and resources. barriers faced by the actors of each program. (Seda, 2018, p.4).

As perceived, few countries in the Latin region publish their studies focused on inclusive education and teacher training, which is only to get an idea of how the inclusive situation of the region is happening. If more studies are published by the countries contemplating the theme of inclusion, more one will know the difficulties that need to be addressed for disabled students to be included In this way, educational inclusion will reach the specificity of each country while being inclusive, equal and throughout life as proclaimed the majority of inclusive educational policies of the Latin American continent.

DISABLED STUDENTS PORTRAYED IN THE POLLS

Only two publics were included, from 2013 to 2020, in the two journals surveyed, the deficient and intellectual and deaf students. This fact indicates the need to broaden the discussion of students who are in themselves acting educational inclusion, the disabled students. Disabled students are among the target audience of special education, which according to Brazilian policy, called The National Policy of Special Education (PNEE) are:

Single paragraph. They are considered a target audience of the National Education Policy. Special: Equitable, Inclusive, and With Lifelong Learning: I – students with disabilities, as defined by Law No. 13,146 of July 6, 2015 – Statute of the Disabled Person. The PNEE 2020 adopts the concept of “disability” of the Brazilian Law for the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities). (PNEE 2020, p. 56) .

The technical information clarifies what these deficiencies are:

Characterizations that refer to the long-term and physical, mental, intellectual, or sensory impediment, according to the Brazilian Law of Inclusion of Persons with Disabilities and considerations about the objectives of the PNEE 2020: Auditory, visual-auditory, motor physicist, intellectual, mental, multiple. (PNEE 2020P.57).

The knowledge of who are the students who are deficient by Latin countries through the national policy of educational inclusion is guiding to a policy of fact inclusive. When one perceives the absence of the grand and most of the students with deficiency in the studies portrayed may be associated with their absence in some inclusive educational realities, or even the prejudice that victims them. As Bueno (1999) argues:

Only with the Salamanca Declaration in 1994 did the inclusion process in regular schools begin, and almost two decades after the Salamanca declaration, we encountered difficulties in effecting the school inclusion of this clientele, encountering resistance in the process of teacher training to serve students with disabilities. (Bueno, 1999, p.15).

On this topic, Sklar (2012) stresses the importance of exploring what is unknown, so that it becomes known and promotes inclusion.

Inclusion could be welcome to the unknown. The reception was given by a stranger to another stranger: [...] the usual practice of

mutual ignorance of oneself and the other; of mutual ignorance between men and women, of mutual ignorance between deaf and hearing, between trained and disabled, between those who are here and those who are there [...] Can there be another way to include it? Can we think about the inclusion of differences in a way that does not mean a lack of knowledge? Pérez (Pérez de Lara, 2009, p. 7). (Sklar, 2012).

The General Monitoring of Education for Latin America and the Caribbean denounces the negligence faced by students deficient in their educational inclusion, in which, ignoring them as people with rights, only intensifies the exclusion that victims them.

Including children with disabilities in regular schools who are unprepared, not supported, or not charged for achieving inclusion can intensify experiences of exclusion and provoke reactions against attempts to make schools and systems more inclusive. Advocates of exceptions also appropriated the language of inclusion, generating confusion. (Slee, 2020). (MGE 2020. P.16).

These findings mobilized the Committee of Persons with Disabilities in partnership with countries, non-governmental organizations (NGOs), organizations for people with disabilities, academics, and advocates of people with disabilities to legitimize in General Comment No. 4 in Article 24 in 2016, which would be the definition of inclusion. (MGE 2020), in an attempt to resolve the losses to which these students are inserted. So, the inclusion for this committee was thus defined.

A systemic reform process that incorporates changes and changes in content, teaching methods, approaches, structures, and strategies in education to overcome barriers, with a vision that serves to provide all students of the relevant age group with an equitable and participatory learning experience and environment that best meet their requirements and preferences. Placing

students with disabilities in regular classes, without promoting structural changes, for example, in the organization, curriculum, and teaching, and learning strategies does not constitute inclusion. In addition, integration does not automatically guarantee the transition from segregation to inclusion. (Committee on the Rights of Persons with Disabilities, 2016, p. 4) (MGE 2020 p.16).

In this sense, more studies have included the diversity of the deficiencies of the students, but the difficulties faced by this public for school inclusion will be known, thus, that more studies address the specificities of students with special educational needs.

DISCUSSION OF RESULTS

Given the arguments exposed in the analysis and discussions of the categories chosen for discussion, the problems of research, origin, and deficient students are portrayed in the surveys. It was observed that inclusive education and teacher training in the Latin American continent is immersed in a conjuncture, in which, the barriers to the inclusion of disabled students, considering teacher education, still have a long way to go so that inclusion in education systems is a reality.

The research problems, according to table 3, showed which formative realities have been obstacles to the fact and law of disabled students being in accordance with educational levels and which situations in teacher education are acting as barriers to assisting students in the school context. The problems addressed in the researches need to gain attention in the Latin educational system, as well as the need for more research that addresses the subject of this research inclusive education and teacher training so that the knowledge of these realities allows possible solutions.

As perceived, the scarce publications on inclusive education and teacher education

shown in the journals surveyed, according to table 2, it was noticed that the discussion of the theme by Latin American countries is still timid, revealing the fragility of building an inclusive educational policy on the continent, when considering teacher training to assist disabled students.

The General Report on Monitoring Education 2020, which served as the basis for referencing the data of inclusive education in the Latin continent, in this work, the numbers of inclusion in the region are chaotic, lacking an inclusive educational policy that contemplates the licentious student in all their specific educational needs. It is still coordinated with the exclusion of many disabled students in the regular education system, teachers are not seen as a priority in their initial and continuing education.

Concerning countries that are producing knowledge in inclusive education and teacher training, only 30 percent of countries in the region publish what constitutes formative demands for educational inclusion, according to table 4.

Lack of studies that include inclusive education and teacher training, which should be published by the constituent countries of the Latin region, are not contributing to the process of educational inclusion to be articulated and the student's to be included educationally.

As noted in Table 4, countries that publish their formative demands tend to constitute inclusion processes that are more appropriate to their educational reality, as well as contribute to the knowledge of inclusive educational demands and teacher training in the context.

As for the deficient students portrayed in the articles surveyed, there was a small number of deficient students contemplated, as discussed in the data analysis, only two categories of students were included in the studies. This shows that these students, the

deaf and disabled intellectuals are the ones who are most included educationally, razão because they were the object of such studies.

When one notices the absence of the majority of students with disabilities in the studies surveyed, those who constitute a public target of special education, that is, the disabled who should be included in the regular education system, it is observed that these students have not yet achieved the desired educational inclusion, so they are reserved for exclusion, a fact proven in the 2020 General Education Monitoring report.

Thus, as long as inclusive education studies omit the diversity of disabled students, but will live with the exclusion of these students in the regular education system, and so much more, it will not be invested in teachers training to meet them in their special educational needs.

FINAL CONSIDERATIONS

The time frame of this research from 2013 to 2020, on inclusive education and teacher education, based on the survey of articles published in two circulation journals in Latin America, provided sufficient basis to give an overview of the reality of educational inclusion and teacher education in the Latin continent, in which, what was extracted from the reflections of the studies conducted led to the inclusive educational demand when teacher training is required to assist disabled students in a situation of school inclusion.

Given the theme exposed to inclusive education and teacher education, the Latin continent lives with the exclusion of many disabled students from school spaces, which is why there are very few studies found in which disabled students were the object, the region finds difficulties to include them educationally, school spaces are poorly adapted so that disabled students training compatible with their special educational needs.

As for teacher education, it was observed that from initial to continuing education, the gap in teacher education for inclusive education is still a reality, a fact that compromises the teacher's care to the disabled student. If no investments are made in the training of the inclusive education teacher, but will live with the exclusion of disabled students in the Latin region,

The countries of the region need to contribute their productions to include disabled students, considering studies of their educational realities, in which disabled students are the object of study, teacher training needs to be seen as a priority to assist disabled students included in the school.

The evidence of this research, which was found in two circulation journals in Latin America, the data discussed, will always need to be reviewed, when considering the dynamics of the facts inscribed here on inclusive education and teacher training, because the subject is not exhausted here, posterity is always necessary on this relevant topic.

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