



Impacts and perspectives of the Salamanca and Montreal declarations for inclusion as an instrument for the achievement of citizenship and autonomy in contemporary times



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Amauri Bogo¹
Cléia Demétrio Pereira²
Heitor Pereira de Carvalho³
Antonia Geiciane Vieira Lima de Carvalho⁴
Pedro de Oliveira Silva⁵
Renata Scussel Mariani⁶
Ana Maria Sampaio dos Santos⁷

ABSTRACT

This article presents the analysis of the impacts and perspectives of public inclusion policies, through the correlation of two international proposals, the Salamanca Declaration (1994), which deals with the principles, policies and practices in the area of special education, and the Montreal Declaration (2001), which addresses the social inclusion of people with disabilities. Both proposals, although they address different spheres of inclusion, share the same common goal of promoting more egalitarian and accessible societies for all. The dialogue between the declarations identifies points of convergence and divergence, highlighting how public policies can be shaped to effectively promote inclusion in various social contexts, with an emphasis on education. The methodological path occurred through qualitative research, of the documentary research type, whose materials were submitted to documentary analysis. The continued relevance of the Salamanca (1994) and Montreal (2001) Declarations is highlighted in contemporary discussions on inclusion in the field of school education, considering social, technological and political changes in the contexts of human relations. The Declarations discuss issues inherent to the relevance of public policies implemented for inclusive education compatible with the demands of this century. Therefore, the continuous need to

¹ Post doc Imperial College of Science, Technology and Medicine - London/England. Line of Research: Special Education in the Perspective of Inclusive Education.

LATTES: <http://lattes.cnpq.br/6859169362809253>

² Doctor in Educational Sciences from the University of Minho, Portugal – Uminho. Line of Research: Curriculum Policies and Diversity.

LATTES: <http://lattes.cnpq.br/4158706306265559>

³ Master's student in Inclusive Education in National Network at the State University of Santa Catarina – UDESC. Line of Research: Special Education in the Perspective of Inclusive Education.

LATTES: <http://lattes.cnpq.br/1324211742908576>

⁴ Specialist in Special Education and Inclusive Education from Faculdade Única de Ipatinga – FUNIP. Line of Research: Special Education in the Perspective of Inclusive Education.

LATTES: <http://lattes.cnpq.br/5007443951482101>

⁵ Master's student in Inclusive Education in National Network at the State University of Santa Catarina – UDESC. Line of Research: Technological innovation and assistive technology.

LATTES: <http://lattes.cnpq.br/7773976374187204>

⁶ Master's student in Inclusive Education in National Network at the State University of Santa Catarina – UDESC. Line of Research: Technological innovation and assistive technology.

LATTES: <http://lattes.cnpq.br/2866378013306146>

⁷ Master in Education at the University of Caxias do Sul – UCS. Line of Research: History and Philosophy of Education.

LATTES: <http://lattes.cnpq.br/3812677273124252>



improve these policies is considered, in order to face the constantly evolving challenges of the national and global educational scenario and, consequently, in the decision-making of governments that seek to solve problems and meet social demands that result in the quality of life of all.

Keywords: Public policies, Salamanca and Montreal Declarations, Inclusion.

INTRODUCTION

An inclusive school is one that presents all the required adaptations so that students do not present any difficulty in accessibility, communication, vision among others and in living with their peers. However, the school must be able to receive an audience with different characteristics in terms of learning modes.

This article aims to discuss public policies aimed at promoting inclusive education, examining how the guidelines proposed in the Salamanca and Montreal Declarations, how they influence the formulation and execution of public inclusion policies in different national contexts.

The Salamanca Declaration reinforces the importance of regular school as the best environment for the implementation of inclusive education. She defends the idea that schools should be able to welcome all children, regardless of their differences, promoting a culture of respect for diversity and valuing the active participation of each student.

Subsequently, the Montreal Declaration reaffirms and expands the commitments established in Salamanca. This declaration focused on the need to further advance the promotion of inclusion, considering aspects such as equal opportunities, full participation, respect for human rights, and the elimination of barriers to learning and participation.

Both statements underscore the importance of a student-centered approach, which recognizes and values diversity as an enriching element of the educational environment. They have influenced educational policies around the world, encouraging governments and institutions to develop inclusive practices that guarantee all students the right to quality education, thus promoting a more just and equitable society.

In this context, the teacher must always present various pedagogical practices that involve all students and not just a part of this public, since inclusive education ratifies and defends the different ways of teaching and learning so that the student can be fully successful in learning and cognitive and social development.

In the context of social inclusion, it is crucial to recognize and overcome the socioeconomic disparities that often prevent access to quality education. Educational policies aimed at equity must be implemented, seeking to reduce inequalities from the initial phases through the other stages and modalities. Another factor is that inclusion does not only benefit the individuals directly involved, but contributes to the development of a less intolerant society.



By investing in the formation of conscious, critical and empowered citizens, one contributes to the foundations for a future in which equal opportunities are not just an ideal, but a tangible reality. It is through inclusive education that a world is created where every person, regardless of their background, finds space to grow, contribute and thrive with their peers.

It is also highlighted that the school as a space for inclusion should not be limited only to students, but also extend to parents, employees and community members. The active participation of all those involved in school life contributes to the construction of an inclusive culture.

IMPACTS AND PERSPECTIVES FOR EFFICIENT INCLUSION IN THE LIGHT OF THE SALAMANCA AND MONTREAL DECLARATIONS IN THE SCHOOL SPACE

Inclusion seeks to value the diversity present in everyday life, which enriches the educational environment, providing students with the opportunity to learn from varied experiences and perspectives. Thus, inclusion in school means recognizing and respecting differences, whether they are related to race, ethnicity, gender, sexual orientation, physical or cognitive abilities. Creating an inclusive environment is essential to promote a sense of belonging and acceptance, as the school reflects society and both teachers and students bring all their contradictions into it. According to the Salamanca declaration, the idea is that the school should act based on values such as freedom, tolerance, coexistence, democracy, plurality, respect, singularity, solidarity and equity, which would end up by:

(...) accommodate all children regardless of their physical, intellectual, social, emotional, linguistic conditions (...). It should include disabled and gifted children, street and working children, children from remote origins or nomadic populations, children belonging to linguistic, ethnic or cultural minorities, and children from other disadvantaged or marginalized groups (BRASIL, 1994, p.6).

Therefore, the school inclusion policy must pay attention to the differentiated service for certain types of students in their most diverse environments. This is called special education, also called differentiated pedagogy, being an education that acts to meet the specificity of certain groups considered more vulnerable.

The educational process is something non-linear, static, conducted by different, inconstant people loaded with contradictions. Therefore, the clashes must be seen as part of the process, because unanimity and homogeneity do not exist, that is, differences are the main characteristics of this process.

When talking about inclusion, it is obvious that there is exclusion as a reality, that is, there is a conduct that leaves many who need it in the form of meeting their rights. The implementation of the inclusive education policy will only occur with the participation and political positioning of those involved, teachers, parents, students, managers and the interested community, since the duty to



educate is everyone's responsibility, as presented by the LDB in its Art. 1º "*Education encompasses the formative processes that develop in family life, in human coexistence, at work, in teaching and research institutions, in social movements and civil society organizations and in cultural manifestations*".

In other words, access to education and the right to learning are universal constitutional guarantees, provided for all Brazilians, and it is the duty of the State and the family to guarantee their quality offer. The diversity of experiences, skills, contexts and capacities among students is a reality that should be celebrated through inclusive educational practices. However, over time, it is perceived that the adoption of standardized pedagogical models has proven to be little, but students and educators advance, whether they are people with or without disabilities.

From the perspective of the Salamanca and Montreal declarations, it is noted that inclusive education should not refer only to specific disabilities, but to all people with special educational needs, which is in line with the philosophy of inclusion insofar as inclusion does not allow exceptions, that is, all people should be included. However, legal law is not enough, mutual collaboration is necessary to make it effective. Inclusion is not just an educational issue, but a human rights issue. Ensuring that all people have equal opportunities in education not only transforms individual lives, but also builds a more compassionate society. The inclusion of people with special needs in education is an investment of the present with a view to the future, where diversity is recognized and valued as a driving force for social and cultural progress.

The exclusion of people with disabilities not only violates fundamental principles of equality and justice, but also deprives society of valuable contributions that these individuals can offer. The diversity of skills and perspectives enriches the educational environment and prepares students to live in an inclusive and respectful society.

The document *The Challenge of Differences in Schools*, from the Ministry of Education, brings the following report:

The truth is that time is passing and, unfortunately, we are not able to find a direction that leads us directly to what inclusion in schools proposes to us. The reasons vary greatly, but are, in general, related to prejudice, the strength of corporations that act in relation to people with disabilities, the ignorance of parents, educational policies, which neutralize all kinds of challenges that schools have to face to improve their practices, and a retrograde interpretation of specialized education, which replaces and does not complement regular education. Therefore, there is much to be done, so that school inclusion can be understood and put into action in the public, government and private education systems. Time passes and we cannot continue to perpetuate the injustices committed by formal education, by defining the ideal student and discriminating against the others, because they do not fit into this model (BRASIL, 2006, p. 4).

It is noted that there have not been considerable achievements over time regarding the inclusion of the various characters in the school environment, there are many issues that need to be considered so that the deficiencies are overcome, and each individual is reached in their uniqueness.



A more concrete and lasting change will come to the extent that a partnership between communities, schools, universities and the government creates conditions for permanent debate and awareness, and leads to a collective commitment to citizen inclusion. It is not only an educational issue, but also a political one, since only one action among the multiple social actors will guarantee effective public policies where education is really a priority and in which inclusive education becomes a permanent objective.

Thus, there is a transition to an inclusive teaching practice that will still have many challenges ahead. The path to change is still far from unanimous. There needs to be a consensus on the importance of the school being inclusive, open and democratic, however, there is still no single idea or proposal on how to achieve it, which makes the process slow to materialize.

INCLUSION AS AN INSTRUMENT FOR THE ACHIEVEMENT OF CITIZENSHIP AND AUTONOMY IN CONTEMPORARY TIMES

By adopting inclusive practices in educational institutions, it is not only empowering students with academic skills, but also cultivating essential values for full citizenship, such as tolerance, solidarity, and respect for human dignity. This encourages the construction of a society where each individual feels valued and has the opportunity to develop their maximum potential.

In this regard, the promotion of inclusive education and citizenship involves the responsibility of governments, educational institutions, families and society in general play crucial roles in this process. The creation of inclusive public policies, community awareness, investment in adequate resources and infrastructure, and the training of trained professionals are essential steps for the consolidation of inclusive education and, consequently, for the construction of full citizenship.

In the realm of public policies, citizenship plays a key role, as the objectives of these policies often include the promotion of equality, social justice, and democratic participation. The effective implementation of public policies contributes to the strengthening of citizenship by ensuring equal access to essential services, such as health, education, and security, thus promoting inclusion and equity.

Full education is a shared responsibility guaranteed by the greater law in its Article 205. By stating that: *"Education, a right of all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work"*.

With concise but comprehensive wording, this provision enshrines the principle that education is a right of all and a duty of the State and the family. The text states that education aims at the full development of the person, regardless of who they are, what their social and economic condition is. As for the expression "full development of the person", the integral vision of education



stands out, going beyond mere technical learning. This concept encompasses social, cultural, emotional and ethical aspects, recognizing holistic training as essential for the development of citizens and the inclusion of all in society.

As for mentioning the "exercise of citizenship", the importance of education as an instrument for the construction of a democratic society is emphasized. In this context, citizenship goes beyond civil rights, encompassing the active, responsible, and critical participation of individuals in public life. The last part of the article highlights qualification for work, emphasizing the practical and utilitarian dimension of education. This highlights the need to prepare individuals to face the challenges of the labor market, contributing to the country's economic development and the financial autonomy of citizens.

However, it is worth noting that, despite the clarity and comprehensiveness of article 205, its effective implementation faces significant challenges in Brazil, such as inequality in access to quality education and regional disparities where the exclusion of many who still do not have their rights met predominates. Thus, the discussion and search for solutions that ensure the effective realization of these principles continue to be central themes in the country's educational debate so that inclusion is a reality for all.

METHODOLOGY

The methodological procedures of the research are a bibliographic and qualitative review, which was based on the analysis of written sources, such as documents, books, scientific articles, and dissertations and other documents, which contextualize the theme and solidify a basis of quality of the bibliographic study. According to Nóbrega-Therrien and Therrien (2010, p. 35), it is an important support, because the "material/text" produced can provide from "elements to identify and define the references and categories (the so-called theoretical basis)", which not only guides the researcher in the identification and selection of sources, essential to the analysis of the data in the intended focus for the delineation of methodological aspects and new research problems.

Finally, in the scope of the research, the dialogue between the documents is highlighted, considering the Salamanca Declaration and the Montreal Declaration, their texts and instrumental recommendations that guide the world systems for inclusive education through policies that consider diversity in its fullness.

RESULTS AND DISCUSSION

Inclusive education refers to an educational model that seeks to meet the specificities of all students, regardless of their abilities, characteristics, or differences. In the context of the contemporary world, the promotion of inclusion in education faces several challenges, reflecting the



complexities and diversities present in society, that is, for inclusion to be consolidated, some pertinent issues need to be considered:

- ✓ **Regional Inequalities:** A persistent challenge is regional inequality in the implementation of educational policies. In many cases, urban areas can benefit more from these initiatives, leaving rural regions at a disadvantage. A more equitable approach to the distribution of resources and programmes is essential.
- ✓ **Infrastructure and Accessibility:** Lack of adequate infrastructure and limited accessibility in some schools still represent obstacles to inclusion. This is particularly true for students with physical disabilities, who may face difficulties in unadapted environments.
- ✓ **Cultural and Social Challenges:** Some policies may run into cultural and social challenges, especially in communities where traditional practices may resist change. Community awareness and engagement are key to overcoming these barriers.

While public policies have boosted educational inclusion, it is crucial to recognize the ongoing challenges. The pursuit of truly inclusive education requires an ongoing commitment to equality, constant adaptation to emerging needs, and collaboration between governments, educational institutions, and society at large. The journey towards educational inclusion is a collective effort that requires persistence and innovation to create an education system that fully meets the diversity of its learners.

FINAL CONSIDERATIONS

In order to consolidate the needs of inclusive public policies and the dialogue between the Salamanca and Montreal Declarations, it is highlighted how the lack of communication can hinder adequate support for students. In the meantime, collaboration between schools and families is fundamental for an ongoing commitment that transcends the educational sphere, with teacher training, the adaptation of pedagogical practices, investment in technological resources, and the promotion of an inclusive culture that celebrates diversity and the dimension of life.

In addition, it is essential that educational policies promote inclusion as a core value, providing the financial and structural support necessary to implement efficient practices in all schools through the collaboration of all entities directly and indirectly involved.

Therefore, it is perceived that inclusion in such a context must be present in the educational process and the insertion of people in this process must be increasingly considered as a decisive element in public educational policies. Public awareness of special needs plays a crucial role in promoting inclusivity. Educational policies must combat stereotypes and prejudices, promoting a more inclusive and diversity-tolerant society.



In summary, it is expected to contribute to the in-depth understanding of public policies for inclusive education, highlighting areas that need special attention and proposing recommendations for significant advances. This analysis aims not only to enter the academic debate, but also to provide subsidies for practical improvements in public policies, aiming at the construction of a truly inclusive and supportive society.



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