

## INCLUSIVE EDUCATION AND PEOPLE WITH DISABILITIES: A LOOK AT EDUCATIONAL POLICIES AND PRACTICES WOVEN ON THE SCHOOL FLOOR



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### ABSTRACT

Inclusive Education has currently been the subject of several discussions, triggering serious educational and social implications. It can be understood as a contemporary conception of education that aims to guarantee the right of all to education, for this, it presupposes equal opportunities and the appreciation of human differences, thus contemplating the ethnic, social, cultural, intellectual, physical, sensorial and gender diversities of human beings. It implies the transformation of the culture, practices and policies in force in the school and in the education systems, in order to guarantee access, participation, development and learning for all, without exception. This master's research entitled - Inclusive Education and the Person with Disabilities: a look at educational policies and practices woven on the school floor - is in progress and is part of the line of research on educational policies, by the Graduate Program in Education of the Federal University of Paraíba. The study is characterized by a qualitative and exploratory approach. The analysis of the information obtained will occur through a critical-reflective approach. Students, mothers or guardians of the students and their respective teachers will participate in the research. The problem of the research is posed in the following question: In view of the Brazilian laws of inclusion of people with disabilities, what policies and practices are woven on the school floor, from the perspective of Inclusive Education? The field study will take place in two municipal schools in the city of João Pessoa-PB: one located in a peripheral neighborhood and the other located in the center of the city. Thinking about Inclusive Education leads to the reflection of the intrinsic relationship between this social phenomenon and the context in which the curricular developments about the schooling process of people with disabilities occur. The school, like any institution, is altered in accordance with social changes.

**Keywords:** Inclusive Education. Person with Disabilities. Educational Policies.

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## INTRODUCTION

The educational phenomenon (school and non-school) implies a broad process of transformation and development of the human being in all its plurality, so that the educational system exerts and suffers influences because it is inserted in a historical, social and political context. Thus, it is not neutral, nor apolitical. Therefore, it is not possible to analyze and discuss education in a limited way, turning the gaze only to the interior of the educational institution, but specifically, to the teaching practices developed in the school.

In this perspective, the research project - **inclusive education and the person with disabilities<sup>3</sup>: a look at educational policies and practices woven on the school floor** - dialogues with the curricular propositions and their developments in daily school practices, aiming to bring theoretical-methodological contributions that will sharpen future studies, considering that despite the fact that education in the inclusive perspective is a very important theme. discussed in the academic environment, it is lacking in research with this theoretical contribution. Therefore, we move on to the understanding and criticism of social relations and to the development of the social logic that determines the functioning of the school and the meanings of the schooling of people with disabilities in the current context of Brazilian education.

The interest in working on the theme and object of this research begins since graduation, from works developed in the Pedagogy Course. By choosing to study a second area of deepening in the area of Special Education, the results and discussion of the TCC – Course Completion Work, reveals how necessary it is to deepen studies about the inclusion of people with disabilities in school.

The experience in the field of work, as a teacher and coordinator of Basic Education, in public and private schools, enabled an even more sensitive look at the daily life of the school, which shared with reaffirmation about this option of investigative object.

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<sup>3</sup>The expression "person with disabilities" was officially adopted from the Convention on the Rights of Persons with Disabilities<sup>12 13</sup> (Resolution No. 61/106), signed by the UN on March 30, 2007, which entered into force on May 3, 2008, and was signed and ratified by Brazil. This Convention was approved by the Brazilian National Congress on July 9, 2008 (Legislative Decree No. 186/2008) and was later promulgated by the Presidency of the Republic on August 25, 2009 (Decree No. 6,949/2009). This expression came to replace others, namely: "person with a disability"<sup>20</sup> (present in several passages of the Federal Constitution of 1988,<sup>21</sup> such as: art. 7, inc. XXXI; art. 23, inc. II; art. 24, inc. XIV; art. 37, inc. VIII; art. 203, incs. IV and V; art. 227, § 2, and art. 244, caput) and "person with a disability" (art. 40, § 4, item I; art. 201, § 1; art. 227, § 1, item II, of the FC/88).

This aspect opened a rich horizon for the methodological design of the aforementioned study, such as the inclusion of the mothers of children and young people with disabilities in the universe of the research. It is relevant to address that most of them are single mothers, abandoned by their partners, who blame the woman for not having "healthy" children or for not accepting to share the work of basic, clinical and educational care. They are also the ones who experience daily the struggles for the guarantee of the rights of their sons and daughters. These women also acted in social movements, in the constant struggles that were fundamental for the advancement of current laws aimed at the rights of people with disabilities to education, health, among other areas.

On this look at the daily life of the school floor, let us see what Sarmiento (2000, p.93) puts in Garcia (org. 2000)

Each school lives within an order that transcends/ from which emanate values, political orientations, symbols and normative and behavioral prescriptions. This order is of the social totality in which the school is rooted. But each school plays, within these transcendences, the immanent reality of its own insertion: the organizational order of the school is never totally homologous to the order of the school institution.

The problem of the research is posed in the following question: In view of the Brazilian laws of inclusion of people with disabilities, what policies and practices are woven on the school floor, from the perspective of Inclusive Education?

It is proposed as a general objective, to analyze the policies and practices woven on the school floor, from the perspective of Inclusive Education from the record of the speeches produced through semi-structured interviews carried out with the students (who have only physical disabilities), the mothers or guardians of the children with disabilities and their respective teachers (both involved in the universe of the research).

From this perspective, three specific objectives were listed. They are: 1) To understand how educational policies and practices are developed on the school floor, from the perspective of Inclusive Education; 2) To know the school's PPP (document), from the point of view of how it is structured in it, the policies and practices of inclusion, making a relationship with the statements of the mothers, students/students and teachers, based on semi-structured interviews); 3) To promote, based on the analysis and discussion of the research, theoretical-methodological knowledge, which brings contributions to the schools involved in the study and to academia from research publications, sharpening the deepening of future studies.

## METHODOLOGY

The study is characterized by a qualitative and exploratory approach. The analysis of the information obtained will occur through a critical-reflective approach, based on the principles of qualitative research, which through semi-structured interviews, will consider the reports and responses of those involved. When we consider language as a tool for data production, the analysis of the discourse produced can be responsible for the description of the interviewees, rather than a faithful (positivist) portrait of their statements. We affirm this because we understand that all textual and/or discursive analysis is a process strongly linked to the researcher who carries out the analysis. Rosa and Mackedanz (2021, p. 04).

Let's see the trajectory of the research:

- ✓ The field study will take place in two municipal schools in the city of João Pessoa-PB: one located in a peripheral neighborhood and the other located in the center of the city. A quantitative survey of students with physical and/or intellectual disabilities will be carried out, then a draw will be made for students and their respective mothers or guardians and teachers who will participate in the universe of the research.
- ✓ Carrying out ethical procedures, based on the authorization of the competent bodies for the investigation, free and informed consent form for parents and teachers, who agree to participate in the study on the guarantee of the confidentiality of their identity, by acknowledging and signing the term;
- ✓ Interviews will be conducted with the mothers of these students, aiming from the reports, to know and analyze the nuances contained in the records of the speeches, about the main difficulties faced by them, when enrolling their son or daughter in the regular school network and how they see the pedagogical work carried out by the institution with regard to the process of inclusion of these students;
- ✓ The students involved in the research will participate in a semi-structured interview (students who have only physical disabilities will be interviewed). After all, if the research is about Inclusion, we cannot exclude the voice of these students.
- ✓ Consultation and documentary analysis of the PPP - Pedagogical Political Project and semi-structured interviews with teachers, seeking to know how the continuing education of teachers occurs and how curricular adaptations are developed from the PEI (Individualized School Planning);

- ✓ Qualitative analysis of the data produced: from the theoretical-methodological review, the analysis of the data will be carried out, following an epistemological perspective, which communes with the problematization of the research, thus aiming to meet the proposed objectives;
- ✓ Preparation of the dissertation for qualification;
- ✓ Dissertation defense;
- ✓ Publication of the research in scientific events and journals.

## **THEORETICAL FRAMEWORK**

### **THE INCLUSION OF PEOPLE WITH DISABILITIES IN SCHOOL: IMPORTANCE AND MAIN CHALLENGES**

Through a historical reflection, it is possible to perceive how much people with disabilities suffered discrimination from society, which varied according to ideologies, beliefs in a certain historical-social context of the time. Thus, attitudes towards the education of people with disabilities have undergone changes over time. The concept of disability was not understood or evaluated until the eighteenth century, when it was only linked to mysticism and the occult, without any scientific basis on its true origin.

In classical antiquity, what most characterized society was the search for perfection, through science and art. Even though it is known that there are few references in the literature, interaction with people with disabilities did not exist, these people were often abandoned or eliminated.

In the period of the Middle Ages, with the spread of Christianity, in which the values deal with the dichotomy of God and devil, people began to be segregated, that is, removed from any social life.

It is in the Modern Age that the scientific method and the study of typologies emerged, and the conception of disabilities gained a meaning of disease. Therefore, the physician is responsible for the fate of the "disabled", being able to judge, save or condemn the individual.

It is in the contemporary period that people begin to be thought of according to the relationships they maintain with others. And it is in this context that attitudes towards people with physical and/or intellectual disabilities change, giving rise to educational opportunities and social integration.

Inclusive education is a recurring theme in the Brazilian Educational System, but it was only from the 70s onwards that it began to be discussed by government officials, when the MEC – Ministry of Education and Culture, took over the special education modality. In 1986, the expression "exceptional students" was replaced by "students with special needs". In 1990, Brazil participates in the World Conference on Education for All in the city of Jomtiem, Thailand, in which the need to provide greater educational opportunities for people with disabilities is highlighted, among the points, which will have consequences for special education.

These advances were achieved by the extensive struggles of parents of children, young people and adults with disabilities, through social movements, which among several achievements is the Salamanca Declaration, a document prepared at the World Conference on Special Education, in Spain (1994) with the objective of facilitating the teaching and learning process of this public.

The current law of Guidelines and Bases of Education, of law number n. 9394/96., states in official terms, from chapter V, that all children are guaranteed the right to be in schools. In 2008, Brazil adopted the National Policy on Special Education in the Perspective of Inclusive Education, a major national historical and legislative milestone regarding access and universal rights to education. This policy guides educational institutions regarding the unconditional inclusion of all students and the promotion of strategies to meet the educational needs of each student.

In 2015, to leverage inclusion policies, the Brazilian Inclusion Law No. 13,146 of 2015 was sanctioned – also called the Statute of Persons with Disabilities – which brings together all previous legal provisions that cover the rights of people with disabilities, including and reinforcing school inclusion.

Also taking as a parameter, the LBI (Brazilian Law of Inclusion), it is based on the UN Convention on the Rights of Persons with Disabilities, the first international human rights treaty to be incorporated into the Brazilian legal system with the status of a constitutional amendment. The statute incumbents the public power to ensure, create, develop, implement, encourage, monitor and evaluate educational systems, so that they develop accessibility, permanence and specialized care, as well as reasonable accommodations to ensure their full access to the curriculum under equal conditions.

The National Common Curricular Base - BNCC (2017) is part of the national curriculum policy, in the sense of establishing the need for each federated entity to

elaborate or reelaborate its curricula, delegating to school institutions the elaboration of its Pedagogical Political Project or its Pedagogical Proposal, in order to consider the needs, interests and potentialities of each student.

When discussing the historical trajectory of Special Education from the perspective of inclusive education, it is notorious that we live in a moment where several legal provisions guarantee the school inclusion of people with disabilities in the regular school network. It is a legal right that all students must learn together, in the perspective of building teaching and learning processes that focus on the different demands of students.

It is worth mentioning that inclusive school is not only based on serving students/people with disabilities, but is focused on the perspective of meeting all the demands present in the school space, considering each human subjectivity, which goes against the capitalist and segregating society in which we live. Andrade and Damaceno *apud* Sawaia (2017, p.203-204) help us to reflect on inclusion, starting from its opposite, exclusion:

Who are the excluded, disguised as included? They are those who, in order to denounce the injustices arising from the dominant ideology, necessary for the maintenance of the power of some and a status quo, are 'included' in the system. It is the blacks who denounce slavery, today disguised in prejudice or ambiguous discrimination. It is the disabled who denounce the absence of Public Health and rehabilitation education. It is the poor who denounce economic injustice and poor distribution.

All students must learn together, in the perspective of building teaching and learning processes that focus on the different demands of students.

Let us see one of Adorno's conceptions of education (2000, p. 141-142), as being:

Evidently not the so-called modeling of persons, because we have no right to model people from the outside; but also not the mere transmission of knowledge, whose characteristic of a dead thing has already been more than highlighted, but the production of a true consciousness. That would even be of the utmost political importance; His idea, if it is allowed to say so, is a political requirement. That is: a democracy with the duty not only to function, but to operate according to its concept, demands emancipated people. An effective democracy can only be imagined as a society from which it is emancipated.

Adorno's statement reminds us of the contradiction between the curriculum worked in schools, which imprisons more than liberates. In this way, instead of guaranteeing, it prevents education for all, a right constituted by the laws in force. For Adorno, the school scenario experiences barbarism, composed of a segregating pedagogy that excludes those who do not match the standards of the "normal student".

## RESULTS AND DISCUSSION

The research is in progress, but precisely in the phase of building the epistemological foundation and making ethical procedures viable. Therefore, the results and discussions will depend on what is found in the field research. Certainly, other categories of analysis will emerge in two distinct universes: a school located in a peripheral neighborhood and the other located in the center of the city, with diversified sociocultural and economic contexts.

When developing a research, it is necessary to start from the understanding that the State of the art represents an important contribution to the composition of the theoretical field of an area of knowledge, as it seeks to identify the significant contributions of the construction of theory and pedagogical practice, to point out the restrictions on the field in which the research moves, its dissemination gaps, to identify innovative experiences investigated that point to alternative solutions to the problems of practice and to recognize the contributions of research in the constitution of proposals in the focused area. (Romanowski and Ens, 2006, p. 39).

Therefore, we sought to expand the universe of bibliographic research, in which consultations were carried out in the Scielo, Capes Journals and Google Scholar databases, using the following descriptors: Educational Inclusion Policies, Schooling of people with disabilities, Inclusive Education. A bibliographic survey is also being developed for the construction of the State of the Art through searches in the Brazilian Digital Library of Theses and Dissertations (BDTD), OasisBr and Scientific Electronic Library Online – SciELO.

As the objective of the research is to analyze the educational policies and practices of inclusion of people with disabilities, woven on the school floor, official documents on the laws that legislate on the rights of people with disabilities to access and quality pedagogical care in the school environment are being consulted and analyzed. The following documents are as follows: CNE/CEB Resolution No. 2/2011; Salamanca Declaration. [S.1., s.n.]. 1994. Brazilian Law No. 13,146, of July 6, 2015 (Brazil, Statute of Persons with Disabilities – legislation series No. 200); Law of Guidelines and Bases (LDB); National Common Curricular Base (BNCC – 2017); BRAZIL, National Council of Education. Among other documents that have menus, it is necessary to consult them.

From the readings developed in the light of epistemologies, it is verified that one cannot think of education in a limited way, turning the gaze only to the interior of the



educational institution, but specifically, to the teaching practices developed in the school. Such analyzed issues discussed in the studies broaden our view of inclusive education, since it brings to light the social phenomena in which education and the school in particular are inserted.

## **FINAL CONSIDERATIONS**

Thinking about Inclusive Education in the light of these analyses leads to the reflection of the intrinsic relationship between this social phenomenon and the context in which the curricular developments about the schooling process of people with disabilities occur. The school, like any institution, is altered in accordance with social changes. There are many nuances in inclusive education, including it is much more than enabling the access and permanence of people with disabilities in the educational institution.

Epistemological studies have brought numerous contributions to the construction of the theoretical-methodological design of the research, such as rethinking the initial methodological proposal. Another crucial aspect was to weave a more critical-reflective look at the daily life of the school floor and the nuances existing in qualitative research, more specifically, focused on the complexity contained in the studies of daily life, in any area of the social sciences. Here in particular, the focus is on the daily school life.

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