


INCLUSIVE EDUCATION: HISTORY, CHALLENGES AND PEDAGOGICAL PRACTICES

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ABSTRACT

This study aimed to understand the historical trajectory of Inclusive Education in Brazil, analyzing the challenges and advances of current policies and legislation, as well as their implications for the guarantee of educational rights and the strengthening of inclusive pedagogical practices. To this end, a bibliographic and documentary review was carried out, based on the survey of publications and documents directly related to Inclusive Education and Special Education in Brazil, in the period from 1988, the year of publication of the Federal Constitution of Brazil, to 2023. The search for the materials was carried out in recognized academic databases, such as the CAPES Journal Portal and SciELO, using terms such as "Inclusive Education", "Special Education" and "Public Inclusion Policies". The qualitative analysis of the data was conducted through content analysis, structuring the materials into three thematic categories: "historical trajectory", "schooling process" and "pedagogical practices". As a result, it was evidenced that for a long time the schooling of People with Disabilities was non-existent, leaving students on the margins of the educational system. The advances in public policies regarding the inclusion process have expanded the access of students with disabilities to regular education, however, there are difficulties in schools to achieve their learning, which may be related, among other factors,

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to the special educational diversity of these students, combined with the lack of knowledge of teachers about the characteristics of the EESEE, in identifying the potentialities of these students, the relative scarcity of pedagogical strategies and resources that can contribute to their teaching/learning process, the lack of teacher training, both initial and continued, the limited dissemination of the results of research already carried out and the report of the difficulty in the applicability of existing evidence for the formulation of inclusive practices. Such needs require actions that permeate the teaching performance in the classroom, such as the implementation in practice of legislation and public policies on school inclusion; democratic management; valuing pedagogical work; performance of specialized teams in partnership with the common education teacher; initial and continuing training of teachers for basic education and other educational agents involved in the teaching and learning process; a culture of valuing collaborative work between regular classroom and Special Education teachers; in addition to policies for better remuneration and better working conditions for education professionals.

Keywords: Inclusive Education. Disabled person. Pedagogical practices.

INTRODUCTION

Throughout history, people with disabilities (PwD) have been out of regular schools, and over time, socio-educational movements have been undertaken in order to seek guarantees for the access and permanence of these people not only in the social sphere, but also in educational spaces (Ataíde et al., 2020).

The global movement of Inclusive Education, undertaken with greater evidence in the 90s in Brazil, is currently reflected in the increase in the enrollment of students eligible for Special Education services (EESEE)⁴ in regular schools. According to data released in the technical summary of the 2023 School Census, the number of EESEE enrollments in regular classrooms reached 1.8 million (INEP, 2024).

In Brazil, Inclusive Education finds legal and normative support in policies and legislation such as the Federal Constitution of Brazil (Brasil, 1988); World Declaration on Education for All (UNESCO, 1990); Statute of the Child and Adolescent -ECA, (Brazil, 1990); Salamanca Declaration (UNESCO, 1994); Law of Guidelines and Bases of National Education, LDBEN nº 9.394/96 (Brasil, 1996).

The 2001 National Education Plan includes, recognizes and establishes objectives and goals for EESEE education, with Decree 5.296/04 it regulated laws 10.048/00 and 10.098/00, establishing standards and criteria for the promotion of accessibility in the access of students with disabilities in the regular classes of the regular network, with the objective of disseminating concepts and guidelines for inclusion (Ataíde et al., 2020).

The National Policy on Special Education in the Perspective of Inclusive Education, elaborated and published in 2008 (Brasil, 2008), was a fundamental milestone in ensuring the inclusion of Special Education students in regular schools, ensuring access to regular education and Specialized Educational Service (SES), which became regulated in 2009 with the publication of Resolution No. 4 of October, which provides for the Operational Guidelines for Specialized Educational Service in Basic Education.

In 2012, the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder (ASD), Law No. 12,764/12, was created, in which the person in this condition is officially recognized as a Person with Disabilities, being able to enjoy all the

⁴ The nomenclature students eligible for Special Education services (EESEE) was adopted in this research to refer to students with disabilities and high abilities/giftedness, in line with decree No. 67,635/2023, chapter II, article 4, of the State Secretariat of Special Education of the State of São Paulo.

legal rights of care in the educational, social and health spheres, already in force in the current legislation.

Although the commitment to the inclusive process is provided for in international agreements, in national education guidelines, in decrees and guiding documents, the effectiveness of these actions in practice still lacked effective legal support. The Brazilian Law for the Inclusion of Persons with Disabilities, Law 13.146 of 2015, is enacted as a result of a broad reflection on diversity and respect for people with disabilities, intended to constitute a legal support for inclusive practices, both in the social, health and education spheres to be effective in the daily lives of these people, even if through judicial measures.

Thus, it is noted that government actions have increased the entry of students with disabilities into regular education, however, there are difficulties found on the "school floor" to ensure their learning (Nunes et al., 2013). School inclusion has brought challenges to current pedagogical practices, denoting the need to foster studies and disseminate their results, so that they can collaborate with the promotion of practices that consider the diversity of these students to improve their schooling.

In view of this, this research aimed to understand the historical trajectory of Inclusive Education in Brazil, analyzing the challenges and advances of current policies and legislation, as well as their implications for the guarantee of educational rights and the strengthening of inclusive pedagogical practices. Based on bibliographic and documentary research, the present study presents reflections and analyses on the historical trajectory of society's view in relation to people with disabilities; on the schooling process of the EESEE in Brazil; about the medical and social models of disability that have repercussions on the schooling of these students and points out some pedagogical measures that, based on the analyses derived from the review carried out, could favor Inclusive Education.

METHODOLOGY

This research is characterized as a bibliographic and documentary review, a modality of study and analysis of documents in the scientific domain such as books, periodicals, encyclopedias, critical essays, dictionaries and scientific articles, with the main purpose of providing researchers with direct contact with works that deal with the theme under study (Oliveira, 2007). This approach allows direct contact with academic productions that discuss Inclusive Education, enabling the construction of a historical overview of the legal determinations that guarantee the schooling of people with

disabilities. To this end, national and international legislation and public policies were examined in order to understand their advances, challenges and impacts on the contemporary educational context.

To ensure the relevance and reliability of the materials, inclusion criteria were adopted that prioritized publications and documents directly related to Inclusive Education and Special Education in Brazil, in the period from 1988, the year of publication of the Federal Constitution of Brazil, the highest representative of Inclusive Education, to 2023, the year the survey was carried out. The selection process involved an initial survey, followed by the reading of the titles, abstracts and verification of the year of publication. The search for the materials was carried out in recognized academic databases, such as the CAPES Journal Portal and SciELO, using terms such as "Inclusive Education", "Special Education" and "Public Inclusion Policies".

For the analysis of the selected materials, content analysis was used according to Bardin (2011). According to the analysis of the content, there is an investigation around an object of study. Then, there is the analysis of the collected material following the phases defined by Bardin (2011) as: pre-analysis; exploration of the material and treatment of the results.

The qualitative analysis of the data was conducted through content analysis, structuring the materials into three thematic categories: "historical trajectory", "schooling process" and "pedagogical practices".

It sought to reflect on the evolution of conceptions of disability throughout history, highlighting how each period influenced the treatment and inclusion (or exclusion) of people with disabilities in society. In addition, the transformation of these conceptions and their impact on special and inclusive education were analyzed. The study also addresses the implementation of educational policies and the challenges faced to ensure the access and permanence of people with disabilities in regular school.

RESULTS AND DISCUSSION

HISTORICAL TRAJECTORY

In the prehistoric period, a time when human beings were nomadic and did not master the techniques of agriculture and livestock, living conditions were difficult, so the findings of that time lead to the hypothesis that people with disabilities (PwD) were abandoned to die (Rodrigues; Maranhé; Capellini, 2008).

In Antiquity, a period of worship of beauty and physical strength, people with disabilities again did not fit into this pattern of society, and their lives were discarded. Rodrigues, Maranhe and Capellini (2008) state that in the Middle Ages, with the spread of Christianity, PwD gained a soul, and began to be considered children of God. Thus, abandoning them to death becomes a sin, so, depending on the severity of the disability, they start to live in monasteries, or inside the house, but alien to society, being seen as punishments resulting from sin committed by their parents.

In the Modern Age, with the advances in Science and medicine, disability begins to be detached from the religious character and the medical view associated with the disease begins, and as such PwD should be cured, normalized. The ideas of schooling begin to emerge very discreetly, but under a careful perspective (Rodrigues; Maranhé; Capellini, 2008).

In the Contemporary Age, the medical view of disability predominates, but the number of scholars who defend the need for schooling of these people is increasing. (Rodrigues; Maranhé; Capellini, 2008). Thus, at the end of the nineteenth century, the first institutions focused on the schooling of EESEE in Brazil began, these were linked to the biomedical view of disabilities and, consequently, of the characteristics of these students. Under this conception, educating would be trying to normalize these people (Rodrigues; Angelucci, 2018).

Regarding the medical model of disability, Collares and Moysés (2014, p. 51) state that:

"Biologization, based on a deterministic conception, in which all aspects of life would be determined by biological structures that would not interact with the environment, removes from the scene all the processes and phenomena characteristic of life in society, such as historicity, culture, social organization with its inequalities of insertion and access, values, affections, etc."

Several theories of human development emphasize biological maturation and consider it the only form of development to focus on the individual in isolation. Fonseca (2021), points out that these perspectives and disregarding the transformations that tend to ignore the influence of interactions between the individual and different contexts. Based on this logic, "people with disabilities would not develop or have limits to learning, however, the biological condition, although essential for the development process, does not represent its totality" (Maia, 2017, p. 16).

In the universe of defectology described between 1924 and 1929, Vygotsky (1997) was uncomfortable with the way in which the person with defect was understood and expanded this understanding in an innovative way when he stated that disability is a social concept (Vygotsky, 1995), that is, what is affected in the person should not be an impediment to acting in society. However, a model of society centered on the inability to respond to pre-established social needs prevents and excludes the person from accessing different contexts (Fonseca, 2021).

The understanding and conception of disability, based on the biopsychosocial model, takes it from a functional model of the disability condition, when also considering health, personal and sociocultural aspects. Such aspects advanced the understanding of the medical model restricted to the individual conditions of the person to a social concept, which considers not only the conditions of the person, but also the sociocultural context in which he or she is inserted. (Fonseca, 2021).

Thus, disability is the expression of limitations in individual functioning within a social context. Therefore, it is not fixed, nor dichotomized. It is fluid, continuous and changeable and, in addition, it is possible to reduce disability through interventions, services and support (Oliveira, 2011, p. 22).

In this research, disability is understood as described by Bock, Gesser and Nuernberg (2018), as resulting from the interaction of injuries and impairments of a physical, sensory or intellectual nature with the barriers experienced in social contexts that operate as obstacles to the equitable participation of people with disabilities. As opposed to the medical model that "reduces the understanding of the phenomenon to deviations from a supposed norm and situates its social practices in the field of rehabilitation" (Bock; Gesser; Nuernberg, 2018, p.144).

THE SCHOOLING PROCESS OF PEOPLE WITH DISABILITIES: CHALLENGES AND LEGISLATION

It is noted that historically the medical model prevailed, and consequently, interfered in the schooling of the EESEE. These were out of mainstream schools for a long time.

In Brazil, the schooling of people with disabilities began at the time of the Empire with the creation of two institutions: the Imperial Institute of Blind Boys, in 1854, now the Benjamin Constant Institute (IBC), and the Institute of the Deaf and Dumb, in 1857, now the National Institute for the Education of the Deaf (INES), both in Rio de Janeiro.

In 1926, the Pestalozzi Institute was founded, specializing in the care of people with intellectual disabilities. In 1948, the Universal Declaration of Human Rights united peoples from all over the world in the recognition that all human beings are born free and equal. In 1954, the first Association of Parents and Friends of the Exceptional – APAE was founded, also in Rio de Janeiro.

Until the end of the twentieth century in Brazil, the conception of Special Education as a substitute for regular education persisted, delegating the teaching of EESE to Special Education institutions and/or schools. This conception, which was common sense in the past, reinforced not only social exclusion but also prejudice against those who escaped the standards of "normality", in addition, exempting the education systems from the responsibility for this portion of the population (Brasil, 2001).

However, with the implementation of public policies in the area, governments and society began to look at the schooling of this specific public that had been marginalized until then, in regular schools (Capellini, 2008). In the Brazilian context, the 90s were a milestone for Special Education, after the adoption of the principles contained in the World Declaration of Education for All (UNESCO, 1990), of which Brazil is a signatory, where the need for actions aimed at the access and permanence of all people in school was discussed.

In 1994, the Salamanca Declaration brings guiding principles for the schooling of people with disabilities in regular education, in a perspective of inclusive education (UN, 1994). Only in the last decades, based on studies carried out, has it been possible to perceive the increase in organization in the educational sphere for the school inclusion of this specific public, finding legal and political support in national and international documents (Ataíde et al., 2020).

Through these new educational principles, the perspective of inclusive education provides for access through enrollment, permanence, quality education and access to the highest levels of education for all people, regardless of their condition. It is up to the education systems to organize to meet the needs of diversity (Brasil, 2001; Brasil, 2008). In the inclusive panorama, Special Education is understood as "a teaching modality that crosses all levels, stages and modalities", offering SEA, providing the services and resources of this service and guiding students and their teachers on its use in regular classes (Brasil, 2008).

Thus, Special Education from the perspective of school inclusion is a set of services, material and human resources offered from Basic Education to the highest levels, for the necessary support for the inclusion of EESEE.

At the national level, we have the Federal Constitution of 1988 as the maximum representative of school inclusion, which provides for the enrollment of students with disabilities, preferably, in the regular school system. Followed by Law No. 9,394/1996, LDBEN, which states in its article 24, item V that:

Education systems must ensure that students have a specific curriculum, methods, resources and organization to meet their needs; ensures specific terminality to those who do not reach the level required for the completion of elementary school, due to their disabilities; and ensures the acceleration of studies for the gifted to complete the school program (Brasil, 1996).

In 2008, the National Policy on Special Education in the Perspective of Inclusive Education was prepared and published (Brasil, 2008), this Policy guarantees the inclusion of EESEE and in regular schools, ensuring access to common education and Specialized Educational Service (SES), which was regulated in 2009 with the publication of Resolution No. 4 of October.

The National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder - ASD, Law No. 12,764/12, published in 2012, now guarantees all legal rights to care in the areas of health, education and social, for people with the disorder.

Law No. 13,146, of July 6, 2015, instituted the Brazilian Inclusion Law (LBI) or Statute of Persons with Disabilities, which, unlike the previous provisions, aims to ensure the fundamental rights of persons with disabilities, including the right to education in regular schools, at all levels of education (Camargo, et al., 2020).

Thus, from the worldwide movement for school inclusion, a considerable increase in the access of EESEE in the regular school system through enrollment becomes noticeable. However, despite government actions increasing the entry of PWDs into regular education, there are difficulties in schools to achieve their learning (Nunes et al., 2013). These may be related, among other factors, to the special educational diversity of these students, combined with the lack of knowledge of teachers about the characteristics of the EESEE, in identifying the potential of these students, the relative scarcity of strategies and pedagogical resources that can contribute to their teaching/learning process, the lack of teacher training, both initial and continuous, the limited dissemination of the results of

research already carried out and the report of the difficulty in the applicability of existing evidence for the formulation of inclusive practices.

Such needs require actions that permeate the teaching performance in the classroom, among the actions necessary for the consolidation of the schooling of the EESEE, are the implementation, in practice, of legislation and public policies on school inclusion; democratic management; valuing pedagogical work; performance of specialized teams in partnership with the common education teacher; initial and continuing training of teachers for basic education and other educational agents involved in the teaching and learning process; a culture of valuing collaborative work between regular classroom and Special Education teachers; in addition to policies for better remuneration and better working conditions for education professionals.

SOME PEDAGOGICAL MEASURES THAT CAN FAVOR INCLUSIVE EDUCATION

From now on, pedagogical measures present in the literature in relation to favoring the teaching of EESEE will be briefly presented. It is important to emphasize that any and all measures taken in relation to the special educational needs (SEN) of the EESEE that aim to favor their teaching, must begin with the proposal in the guiding document of each school unit, the Pedagogical Political Project (Heredero, 2010). As well as, emphasizing that the teacher cannot be the only one responsible for these actions, on the contrary, they must be carried out by all those involved with the purpose of educating from the perspective of inclusion.

Among these measures, we highlight the curricular adjustments to meet the SEN, from the perspective in which both the curriculum and the activities and material resources can be modified. In this vein, Capellini (2018, p. 48 - 49) states that curricular adjustments require:

clarity of purpose on the part of those who plan, elaborate and practice them, since they can function as a means of accessing curricular content and the construction of knowledge or as a form of simplification and impoverishment of the educational processes of people with disabilities. It is understood that the answer about the level of apprehension of the curricular contents should be given by the student, who has the right to access this content in all its richness. It is the school's responsibility to provide the necessary conditions for this apprehension, without losing sight of the respect and appreciation of the needs and abilities of each student.

The author's ideas corroborate Moreira and Baumel (2001) when they emphasize that curricular adaptations cannot run the risk of simplifying or decontextualizing knowledge.

Heredero (2010) explained that curricular adjustments are not centered only on the student, they must be relative and flexible, in addition to being constantly reviewed and evaluated. Furthermore, the adjustments imply that the curriculum is the same for all students, and that the necessary adjustments are made to the specific needs of each student, as necessary for their learning (Zerbato, 2018).

In this vein, Roldão (1999) revealed that curricular adaptations require a continuous relationship between the knowledge of the curriculum and the knowledge of the students, between what to teach and to whom it is taught. From this perspective, Giné and Ruiz (1995) defend the need to recognize diversity with regard to the realization of curricular adjustments, postulating the following aspects as substantial: the recognition of individual differences; the identification of each student's SEN, focusing on their potentialities and not on their limitations, to identify the necessary supports for their learning; develop diverse curricular proposals; use flexible groupings of students; collaborative work between the teacher in the regular classroom and the multiprofessional team; and attitudes of acceptance, respect and solidarity on the part of the entire school team in relation to diversity.

Dalanesi (2021) mentioned that another pedagogical measure presented by the literature that aims at school inclusion are the benefits related to collaborative work and co-teaching between the regular classroom teacher and the special education teacher. According to Capellini and Mendes (2007), collaborative work requires constant sharing of actions and responsibilities, enabling reflection on pedagogical practice and expanding the possibilities of better serving students with disabilities in the regular class. The authors argue that:

quality teaching from the perspective of inclusive education involves both regular school teachers - with theoretical and practical knowledge about attending to diversity - and "specialist" teachers, to serve this population directly or to support the work carried out by teachers in regular classes (Capellini; Mendes, 2007, p. 117).

Co-teaching is a work proposal that aims to elaborate, implement and evaluate strategies that can enable access to and learning of EESEE with their class (Zerbato, 2018).

The work from the perspective of co-teaching is based on the social approach to disability. For Mendes, Vilaronga and Zerbato (2014), the school must transform itself to meet individual differences. In addition, in co-teaching, the responsibilities for the teaching and learning process are shared, not falling only on the regular teacher.

In addition to curricular adjustments and collaborative work and co-teaching, as pedagogical measures that can favor the learning of EESEE in regular schools, Universal Design for Learning is a curricular approach that "aims at the accessibility of knowledge by all students, since it presupposes that all individuals are different and have different styles and ways of learning" (Zerbato, 2018, p. 53).

Although little disseminated in Brazil, UDL is a work proposal that considers the diversity of classrooms, respecting the individual characteristics of students and their learning styles (Nelson, 2014). This perspective is based on a structuring of teaching that aims to eliminate structural, attitudinal, and resource and material barriers, so that all students can benefit from the strategies used (Malheiro, 2021; Prais; Vitaliano, 2021; Zerbato, 2018).

This teaching proposal presents three fundamental principles: networks of representation, networks of action and expression, and affective networks. Representation networks advocate enabling various forms of content presentation. The networks of action and expression prescribe multiple ways for students to express the learning of the content. And affective networks instigate participation, interest and engagement during class (Rose; Meyer, 2002).

After a brief presentation of the pedagogical measures found in the literature to promote learning from the perspective of inclusive education, it is essential to focus on the initial and continuing education of teachers. This training represents the starting point for their understanding and implementation of educational practices that can be effective in the schooling of students with disabilities.

As evidenced by Magalhães et al., (2017, p.1.038), "The continuing education of teachers is very important for their pedagogical updating and constitutes today one of the greatest difficulties for teaching practice with students with special educational needs". We emphasize that guaranteeing the right of all to Education implies the transformation of the

culture, practices and policies in force in the education systems, in order to guarantee access, participation and learning for all, without exception. At the same time, it is essential to offer initial and continuing education to educators, in order to provide opportunities for practices that can improve the teaching and learning process from the perspective of school inclusion, which will require heterogeneous and diversified work from the teacher, at the same time individual and collective.

CONCLUSION

After analyzing the scientific documents used in this research, as well as the national and international legislation and public policies that deal with Inclusive Education, it was possible to realize that, for a long time, the schooling of people with disabilities was non-existent, leaving these students on the margins of the educational system until the mid-nineteenth century in Brazil.

It was only from the 90s onwards that stronger movements began to emerge at the national level about school inclusion, through the International Declarations and the Constitution.

Currently, we are on the path of struggle for the realization of inclusive education, and although government actions have increased the enrollment of EESEE in regular schools, the difficulties encountered in making the learning of this specific public effective is shown to be one of the great challenges for the success of inclusion.

These difficulties may be related, among other factors, to the diversity of the special educational needs of students with disabilities, combined with the lack of knowledge of teachers about the characteristics of the EESEE, in identifying the potentialities of these students, the relative scarcity of strategies and pedagogical resources that can contribute to their teaching/learning process, the lack of teacher training, both initial and continued, to the limited dissemination of the results of research already carried out and to the report of the difficulty in the applicability of existing evidence for the formulation of inclusive practices.

In view of this reality, it is necessary and urgent to implement existing public policies, which guarantee the right to schooling of people with disabilities, the promotion and dissemination of research that increases knowledge about the peculiarities and alterities of the EESEE, the production of pedagogical materials that can meet the educational needs

of these students, granting them the right to guarantee access and permanence to the highest levels of schooling with quality, considering and respecting human diversity.

In addition, it is essential to listen to the needs and difficulties faced by teachers in their daily lives. As well as, understanding how their current practices occur, valuing their previous knowledge, leading them to reflect on new teaching perspectives that consider the diversities present in the classrooms and aim at everyone's learning. To this end, teacher training plays a key role in promoting school inclusion, as it can help them develop the necessary expertise to adapt their teaching practices, create welcoming environments, and meet the unique educational needs of these students, thus promoting inclusive and quality education.

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