



SPECIAL EDUCATION FROM THE PERSPECTIVE OF INCLUSIVE EDUCATION

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Submitted on: 04/24/2023

Approved on: 04/24/2023

Published on: 04/25/2023 DOI:

10.51473/ed.al.v3i1.511

SUMMARY

This study sought to deepen knowledge, through a bibliographic survey, present aspects of relevance to the chosen topic and establish the concept of the history of special education, aiming to connect it with inclusive special education in a historical-cultural vision. It is clear that the inclusion or exclusion of people with disabilities is closely linked to cultural issues.

Key words: education; teaching; inclusion; methodology.

ABSTRACT

This study sought to deepen knowledge, through a bibliographical survey, to present aspects of relevance to the chosen theme and to establish the concept of the history of special education, aiming to interconnect with inclusive special education in a historical-cultural vision. It is evident that the inclusion or exclusion of people with disabilities are closely linked to cultural issues.

Keywords: education; teaching; inclusion; methodology.

DEVELOPMENT

Inclusive education has strengthened since the Salamanca declaration (1994), and in Brazil, since the approval of the constitution in 1988 and the LDB in 1996, transformations have occurred in financing, curriculum, management, evaluation, pedagogical organization, teaching material, presence of communication tools.

The 1990s in Brazil were characterized as a period of reforms, both within the State and in the specific field of education, and in this context they were seen as a privileged space for the maintenance of social relations. Such reforms affected all areas of education, including special education. With regard to the existence of special education in Brazilian state institutions, the Special Education Secretariat - SESPE, which was abolished under the government of Fernando Collor de Melo, was regained by the government of Itamar Franco. Special education was guided by the document National Policy on Special Education (1994), which was based on the Federal Constitution (1988), the Law on Policies and Fundamentals of Education (law 4,024/61), the Ten-Year Education for All Plan (1993) and the law on children and adolescents (1990).

In the aforementioned decade, democracy, freedom and respect for human dignity were the principles of the political proposal for both education and special education. In the mid-1990s, a special pedagogical activity guided its pedagogical activity by some principles, namely: normalization (which can be considered the philosophical-ideological basis of integration); integration (referring to values such as equality, active participation, respect for rights and responsibilities); individualization (which requires appropriate educational assistance for each person with special needs, respecting their pace and personal characteristics); interdependence (including partnership between different sectors); actual construction (for the needs of the student population); effectiveness of educational service models (includes three elements: infrastructure, power hierarchy and political consensus on social and educational activities); adaptation



economic to the human dimension (the value that must be attributed to the value of people with special needs as a complete being); legitimacy (direct or indirect participation of people with disabilities in the development of public policies, plans and programs) (BRASIL, 1994).

It is noted that the principle of integration was presented at the time as an organizer of regional policy. On the other hand, 1994 was also the year in which the Salamanca Declaration came into force, which, according to many experts, would replace the integrationist basis with an inclusive one. However, as Bueno (2008) points out, the integration of the substitutive term in Brazil is due to problems related to the translation of this document. According to the author, the first printed translation of the Salamanca Declaration published by the National Coordinator for the Integration of People with Disabilities (CORDE) in 1994 had an integration orientation. In 2007, the same coordination changed this translation, replacing integration with inclusion, creating a conceptual and political dilemma (BUENO, 2008).

In the 1990s, one of the landmarks of Brazilian education was the LDBEN law n.9394/96, which deals with special education in three chapters. In this new law, assistance to students with disabilities is the responsibility of the State, and their education must be public, free and preferably in the main education network. However, the logic of obligatory care for students with special needs still dominates partnership relationships, as shown in the document from the Department of Special Education, which says: "It is necessary to increase social participation in the implementation of care in the community" (BRASILIO, 1994a, p. 29).

Among the proposals for integration into special education, the internal training program, which aims at the right to diversity, since 2003, the MEC has implemented an inclusive training program: The Right to Diversity. The inspiration for such a program is the well-known UNESCO teacher education material: Special needs in the classroom. We want to spread the participatory perspective among leaders to promote its political implementation. A letter accompanying the program guidance document mentions achieving established goals if everyone commits to project-wide accountability and education. Therefore, it can be considered that the area of concern is obtaining the expected results from previous projects.

According to Bueno (2001, p. 108-109), The manager's work involves the infusion of attitudes and cultures in which workers feel, themselves, responsible and, simultaneously, committed or personally involved in the organization [...]. In terms, these new invisible management pedagogies "create the space" for more control over what is 'managed'.

Recent documents from the Secretariat of Special Education refer to the construction of "inclusive education systems" at all levels. Based on the activities carried out, we assume that an "inclusive education system" is considered one that guarantees access to an educational institution (guarantees acceptance and learning of students) and that offers special educational assistance to complete or finish school if necessary, service (in multifunctional resource rooms with priority). In this proposal, special education institutions, the main organizers of special education, have the prerequisites for additional or additional special education services.

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