



ACHIEVEMENTS OF SPECIAL EDUCATION: A REFLECTION ON ITS EFFECTIVENESS

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Summary

This article addresses the topic of special and inclusive education and its effectiveness within schools, raising reflections on whether it is really happening in accordance with documents, including declarations and articles of the national constitution. The theoretical basis is based on authors with extensive experience and quotes are reflected on the documents and their importance in implementation in schools and society.

Key words:Salamanca Declaration. Decree. Inclusive education.

Abstract

This article addresses the topic of special and inclusive education and its effectiveness within schools, raising reflections on whether it is really happening in accordance with documents, including declarations and articles of the national constitution. The theoretical basis is based on authors with extensive experience and quotes are reflected in the documents and their importance in implementation in schools and society.

Keywords: Declaration of Salamanca. Decree. Including education.

Introduction

Teaching professionals, since the beginning of time, have faced daily challenges in teaching in the classroom, also having concerns with aspects in their pedagogical methodologies of their respective discipline. The challenges of education involve the access of participants in the school environment to their institution, inefficient pedagogical training models for the teaching staff, ineffective updates to infrastructure and innovations, lack of motivation on the part of the student body regarding content and life project, scarce public policies, inadequate school day and technological disarticulation (FREITAS, 2023).

It is known that such difficulties need to be resolved with mastery by everyone who is part of the teaching-learning process, and this is done through educational policies with the study and implementation of quality pedagogical knowledge, however there is a large part of the student body that may not pay due attention to the process. This is the special education group.

The constitution is clear in its chapter 2, in article 205:

Education, a right for 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, their preparation for the exercise of citizenship and their qualification for work (BRASIL, 1988).

Education in Brazil is law, and everyone must be able to enjoy it as their right. And from everyone's words, the participation of students with disabilities is clear, through inclusive education, with dedicated professionals and teachers who can effectively teach these students, regardless of socioeconomic situation, gender or degree of disability.

The world is focused on members of society who need, in addition to inclusive education, inclusive rights and duties, actively participating in national democracy, developing an increasingly active voice.

In 2006, at the United Nations headquarters in New York, USA, the Convention on the Rights of Persons with Disabilities and its Optional Point (A/RES/61/106) was adopted and signed by the leaders of 111 countries from March 30, 2007. Accession was large, with 82 signatures in the Convention, 44 signatures in the Optional Protocol and 1 signature in the ratification of the Convention, being, historically, the largest accession of signatures to the United Nations Convention in the opening day already registered, which came into force in May 2008 (BRASA, 2015).

This accession brought with it the Presidential Decree of the Convention on the Rights of Persons with Disabilities, published on August 25, 2009, with all the necessary instructions so that the rights and duties of citizens with disabilities are implemented.

Together with chapter 2 and article 205 of the constitution, the decree corroborates in its article 16:

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1. States Parties shall take all appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities, both within and outside the home, against all forms of exploitation, violence and abuse, including aspects related to gender. 2. States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence and abuse by ensuring, among other things, appropriate forms of care and support that take into account the gender and age of persons with disabilities and their family members and caregivers, including through the provision of information and education on how to avoid, recognize and report cases of exploitation, violence and abuse. States Parties will ensure that protection services take into account people's age, gender and disability (BRASIL, 2009).

The law is in force, and the logical thing is to execute it accordingly. And has the executive branch done this? Such a research project will answer this question by listening, analyzing and making conclusions with professionals who are face to face with students who need teaching attention, the teachers themselves will be able to talk about how education has been carried out.

Problematic

Analyzing the Federal Constitution (1988), the need for an inclusive education that is truly welcoming to children and young people who need it, together with the executive power that must increasingly seek improvements in the education system so that it meets the requirements of an education with quality for all, there are questions to be asked critically about the education system: are students being taught successfully in accordance with the common curricular bases? Are teaching professionals qualified to teach in a way that covers the entire student body equally?

Education is necessary for human beings at any age, gender, race or social class, and there are roles to be followed so that this right is effectively executed. Furthermore, students with disabilities must be given their role as a student, just like the entire student body in an institution, removing the student's infamous ventriloquism, putting an end to the process of just "executing" what was taught, through signs, or mental tools. The student with an effective sign system relationship can penetrate the current of language (knowledge), being the protagonist himself well developed, carrying out learning within the classroom, ascending to higher psychic functions, forming consciousness, constituting the subject (FREITAS, 1997, p. 320).

Children and young people with disabilities must learn, according to their mental or physical barriers and obstacles, with other significant and inclusive obstacles (SANTOS, 2000, p.34). Thus, these students must, in school institutions, have the necessary conditions for the task to be well developed with the intention of encouraging and promoting knowledge of their surroundings, acquiring due maturity and involvement with education in the classroom.

The questions raised in this study require the special education professional to know and debate what is actually experienced in the classroom with all students, opening spaces for understanding and discussing the topic of inclusion centered on special students, based on the assumption that everyone has right to quality education.

Therefore, other questions are raised: is the teacher currently able to teach everyone in an equalized way with the expected result in his teaching plan? Are state schools able to serve the needy public? What difficulties does the professional have when applying the content in the classroom to special needs students? In what ways can the state and federal government provide a healthy improvement for students, effectively applying what is in the Brazilian constitution and training increasingly qualified professionals?

two Páez (2001, p. 33) clearly states that inclusion is unquestionably beneficial in the development of people with disabilities, with the positive offering of regular education, with an emphasis on special education which, in a very broad sense, "means educating, supporting, accompanying, leave marks, guide, lead".

Special education is renewed in institutions, expanding horizons if there is an active participation of teaching staff, students, as well as society as a whole, assisting in the teaching-learning processes. In this, there is a redefinition of teaching methodologies that corroborate an educational organizational structure, including current policies and school community actions, with teaching procedures that are

tes in a democratic, egalitarian sense, with student learning, promoting personal development and contributing in a social way with their knowledge (GARCIA, AKC; ABREU, W. F, 2018).

It can be concluded that, in addition to supporting everyone's socialization and emotional development, special and inclusive education also supports the cognitive development of children and adolescents with disabilities, and can even support socialization and cognitive and intellectual development with students without disabilities. deficiency.

ACHIEVEMENTS OF SPECIAL AND INCLUSIVE EDUCATION IN BRAZIL

To effectively discuss and debate the topic, it is essential to have knowledge of the history of the movement's achievements, through important meetings, documents and strategies that have taken place since the 1990s, which had the participation of the Organization of Nations United Nations for Education, Science and Culture (Unesco), among other social movements that focused on the rights of people with disabilities (INSTITUTO UNIBANCO, 2021).

THE SALAMANCA DECLARATION

The Salamanca Declaration was a document prepared at the World Conference on Special Education, in the municipality of Salamanca, Spain, in 1994, which aimed to define basic guidelines, in which educational policies and systems were formulated and reformulated, including students with special education needs. Furthermore, it was a milestone for consideration by all students in special classrooms, as well as in regular classrooms, democratizing teaching, encouraging the fight against prejudice and discrimination in the school environment.

All participating countries signed the declaration and proclaimed that

- those with special educational needs must have access to regular school, which should accommodate them within a child-centered pedagogy, capable of satisfying such needs,
- regular schools that have such an inclusive orientation constitute the most effective means of combating discriminatory attitudes by creating welcoming communities, building an inclusive society and achieving education for all; Furthermore, such schools provide an effective education to the majority of children and improve the efficiency and, ultimately, the cost effectiveness of the entire educational system (BRASIL, 1994)

The declaration is considered one of the main world-renowned documents that provided social inclusion in the 1990s. In fact, it was the result of a union between countries, favorably consolidating the fight against discrimination and highlighting the struggles for human rights, in addition to being innovative because it is the result of effective social responsibility in the term "education for all", developing participation in an inclusive society in learning.

LAW GUIDELINES AND BASES OF NATIONAL EDUCATION

In 1996, the National Education Guidelines and Bases Law – LDB, the result of bill no. 9,394, authored by the national congress and sanctioned by the former president of the republic Fernando Henrique Cardoso, in its Article 59, once again gave voice to an egalitarian society with a focus on the national education system, ensuring those with special needs:

- I - specific curricula, methods, techniques, educational resources and organization, to meet your needs;
- II - specific terminality for those who cannot reach the level required to complete primary education, due to their disabilities, and acceleration to complete the school program in less time for the gifted;
- III - teachers with appropriate specialization at secondary or higher level, for specialized assistance, as well as regular education teachers trained to integrate these students into common classes; (BRAZIL, 1996).

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There was, nationally, a law in the federal constitution that actually advocated the certification of the increasingly inclusive Brazilian education system, establishing curricula, methods, resources and organizations that cover the entire student body, in addition to the most striking: specific and differentiated completion for elementary school students who failed due to deficiencies, and can also accelerate studies to gifted students.

DECREE No. 3,298, OF DECEMBER 20, 1999

Another victory in the struggle of society that needs special assistance in education was the decree No. 3,298, of December 20, 1999, which, in addition to categorizing some types of disabilities, facilitating understanding, “provides for the National Policy for the Integration of Persons with Disabilities, consolidates protection standards, and provides other necessary measures” for the insertion of adapted public educational policies (BRASIL, 1999).

The Decree finally defines special education as a new modality appropriate for all levels of education, from early childhood education to high school, focusing on its role as inclusive education to regular education (BRASIL, 1999).

LAW No. 10,172, OF JANUARY 9, 2001

Law No. 10,172/2001 approved the National Education Plan, establishing all the necessary criteria for implementing the national education system in a thorough and critical manner in diagnoses on national basic education, proposing goals, guidelines, strategies and plans for development, justice to the title granted.

Some goals were set to be achieved by the year 2024, among them: literacy for all students up to the third year of elementary school, including students in need of special education, as well as improving the remuneration of the teaching professional responsible for children's education, thus highlighting “the great advance that the decade of education should produce would be the construction of an inclusive school that guarantees care for human diversity” (BRASIL, 2001).

BRAZILIAN SIGN LANGUAGE – LIBRAS

There was another success in the educational field through CNE/CP Resolution 1/2002, establishing Curriculum Guidelines that train basic education teachers, that is, specifying to higher education universities specifics for students with special needs for teachers, preparing them for the life of teaching.

After the resolution, law No. 10,436/02 was promulgated, recognizing Brazilian Sign Language as the second official language in Brazil, with all undergraduate courses having a workload provided for by law, in order to communicate and express themselves, now being part of integral part of all curricula in teacher training courses and in the area of speech therapy.

In the past, deaf people were considered ineducable, but views changed about this process from the 16th century onwards, with changes in Europe. Then, there was the education of the deaf, through the work of Eduard Huet, who came to Brazil at the invitation of D. Pedro II to found the first school for the deaf in the country (CORAZZA, 1997).

Firstly, Libras was created from a mixture of French and Portuguese, after which, over time, it was shaped into the current national language. After some failures in the education system – for example, a congress in Milan in which sign language was banned, stating that the best technique for teaching the deaf was lip reading, causing a delay in the spread of the language –, the language finally became the second official language in Brazil (CORAZZA, 1997).

The inclusion of deaf students in general education generated conflicts between participants in the process. Despite much discussion, they still do not realize that to integrate deaf students, curricular modification, interpretation and investment in visual materials in sign language, especially Brazilian Sign Language, are sufficient and do not require large expenses.

DECREE No. 6,571, OF SEPTEMBER 17, 2008

Finally, the president of the republic, Luiz Inácio Lula da Silva, in 2008, published decree nº 6,571, on September 17, the updated instrument to support the policy of inclusive education, which “provides on specialized educational services and modifies the rules of the Maintenance and Development Fund. of Basic Education and Valorization of Education Professionals (FUNDEB) (BRAZIL 2008), with the macro objective of guaranteeing financial resources to active students enrolled in national public schools, who are receiving specialized educational services.

EDUCATIONAL INCLUSION – REALITY, OR ILLUSION?

The process of educational inclusion in the school environment means integration, the participation of the entire student body in classes, with total acquisition of knowledge; the verbs include and integrate mean go

beyond what permeates basic knowledge, as it is practice, it is “being inserted”, “being incorporated” or “being part” (WERNECK, 2002, p. 16).

The aforementioned international and national movements allude to educational forms for special students in the classroom, although they seem “too perfect” to be implemented in a large section of society, with abstruse difficulties to be imposed, whether in a financial, pedagogical or political context. educational.

Studies by Rodrigues (2006 apud Magalhães and Cardoso, 2008) indicate that inclusive education would have as its basic foundation curricular and methodological flexibility, allowing the student to deal with different individual ways of learning, dealing with new diverse and comprehensive forms, achieving objective of knowledge, being able to reach certain content to all students in a similar way. Consequently, there is a process of reorganization in the curriculum, teaching methods, school environment and assessments, taking into account varied rhythms of “learning, interest, social origin, difficulties, skills, motivations [...] at any level of education” (Rodrigues, 2006).

There are points of improvement and difficulties for a concrete inclusive education within the classroom, as there are discriminatory barriers in society, sometimes causing the regression of struggles in the past in order to guarantee the right to equal education, therefore the school fulfills the duty to educate with values established in the Magna Carta, such as freedom, tolerance, democracy, plurality, respect and equity, as previously stated in the Salamanca Declaration:

(...) accommodate all children regardless of their physical, intellectual, social, emotional, linguistic conditions (...). It should include disabled and gifted children, street children and working 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).

The priority of equal education is not only for children, it is worth highlighting, but for all citizens in society, given the exclusions that can be seen nationally with functional illiterates, in need of returning to schools, as a right, as well as with special attention, with its diverse educational characteristics that cover all students, contributing to knowledge.

Jannuzzi (1992; 2004, p. 67) carried out research with students with intellectual disabilities in the country around 1935 and concluded that

There was no school solution for them; 2. Conceptualizations about disability were contradictory and imprecise, and incorporated the social expectations of the current historical moment; 3. The concept of intellectual disability encompassed diverse and varied children, with behaviors that differ from the social norms established by society and then conveyed in school standards; 4. The classification was more at the level of discourse, and was applied very little due to the prevailing general deschooling; 5. The scarce education of people with intellectual disabilities in this period represented the synthesis of approaches and procedures that were first French and later European and North American.

The historical context shows the visibility of inclusive education changing from that date to the present day, through international meetings, laws and decrees that became laws in Brazil. The search for improvement is broad and notorious, seeking equal opportunities for all, with mandatory free education, and offering adaptation, with few financial resources, even after Fundeb approval.

Educational policy has daily changes that must reach the interest of everyone in a society, being a complex and time-consuming process, unfolding in stages with continued actions over time. This is due to social force through the current structure. Dealing with these policies is dealing with the State (FERREIRA, 2012).

Souza (2006, p. 26) was clear and succinct when she said that

[...] public policies, after designed and formulated, unfold into plans, programs, projects, databases or information and research systems. When put into action, they are implemented, and are then subject to monitoring and evaluation systems.

It is clear that the construction and innovations of public policies are only part of one stage of the educational inclusion process. The guarantee of permanence is the result of constant monitoring and evaluation,



dealing with the sphere of public resources and attention to meeting the needs of the collective in general, reflecting good social articulation, with democratic participation (FERREIRA, 2012).

The implementation of a good inclusive education policy becomes effective when all members of society take part, including teachers, parents, students, school managers, as well as the entire community surrounding the school environment. The law – human rights – cannot just be formalized on paper; must be taken into consideration at all times in the lives of participants in society. Changes will come with useful partnerships, even more so with the effective inclusion of social commitments, together with educational political pressures with an emphasis on the spread of discrimination.

Final considerations

It is analyzed that special and inclusive education has been facing struggles and challenges for its effective implementation, whether in Brazil or around the world. All students with disabilities have the right to education, to a family – to live in society like everyone else, in a way that vehemently guarantees the documents mentioned above in this scientific article.

Ensuring the right to education for special people has been advancing considerably, even with socio-educational barriers to be broken, as well as inclusive taboos – the joining of special or non-special students within a classroom.

It is known that school is a reflection of society and all its diversity like any other place. They are distinct characteristics, as well as the needs of each one, the wide variety of challenges in each one's life.

Access to education is vital for everyone. Needs are surmountable within an inclusive environment. Guaranteeing access is something that needs to be strengthened daily, without prejudice and distinctions.

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