

THE CHALLENGES OF SPECIAL AND INCLUSIVE EDUCATION ON THE NETWORK TEACHING PUBLIC

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SUMMARY

The present work aims to provide an overview of special and inclusive education, offered by the state public education network. Understanding the challenges faced by those responsible for this modality in its actual application, as well as observing the negligence practiced by parents, the school community and public authorities. Verifying the possibilities and limits of the actors that make up the Brazilian public education scenario. The paths that the school must take to achieve true inclusion. The commitment of parents and guardians to help inside and outside the school, as well as the public authorities to enforce the legislation won in the face of so many struggles. To this end, a fine bibliographical analysis was carried out, in order to understand what needs to be done to improve and resolve known and old demands in the environment, as well as to understand where we still remain errant when it comes to special education.

Key words: Special education. Inclusion. Challenge. Family. Public Power.

ABSTRACT

The present work aims to make a panorama of special and inclusive education, offered by the state public school network. Understanding the challenges faced by those responsible for this modality in its current application, as well as observing the negligence practiced both by parents, school community and public power. Checking the possibilities and limits of the actors that make up the scenario of Brazilian public education. The paths the school must take to achieve inclusion in fact. The commitment of parents and guardians to help in and out of school, as well as the public power to enforce the legislation won in the face of so many struggles. For this, a fine bibliographical analysis was carried out in order to understand what needs to be done to improve and solve known and old demands on the environment, as well as to understand where we still persist in wandering about special education.

Keywords: Special education. Inclusion. Challenge. Family. Public power.

"The school cannot do everything, but it can do more. You can embrace differences. It is possible to create a pedagogy that is not afraid of strangeness, of the different, of the other. Learning is discordant and heterogeneous. We learn different things from those who teach us, at different times, [...] but learning always occurs. We need a pedagogy that is a new way of relating to knowledge, with students, with their parents, with the community, with failures (with their end), and that produces other human types that are less docile and disciplined". (ABRAMOWICZ, 1997).

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1. INTRODUCTION

The present work aims to present to those interested in studies aimed at special and inclusive education, the contradictions between theory and practice, as well as observing how big a gap is between the quality education that we dream of so much and the education that is being offered by state departments throughout Brazil. The focus of this article will be directed to the difficulties that the public education network presents in serving students with disabilities. Problems ranging from the lack of competent professionals, as well as the lack of a simple ramp for wheelchair users. The first public competition for the provision of specialized positions in the care of people with disabilities was only held in 2013, after numerous legal proceedings filed by parents and guardians of students who presented some need, the most common of which are: deafness, low vision, intellectual disability, motor disability and others.

For decades, a generation of students with disabilities was neglected or simply placed in the corner of the room, members of this generation were called mute, deaf, crazy, one-armed, one-legged and many other possible pseudonyms. When they realized that they would not be included, little by little they escaped from the school environment, a dichotomy for decades was ignored, by parents, teachers and school management, as the school's mission, in addition to educating and facilitating content, is to be a space for socialization and reception, the place that should be welcoming, often turned into a terrifying space for these people. Perhaps this reality is not just a Brazilian exclusivity, considering that in June 1994, the **World Special Education Conference** in the city of Salamanca in Spain, with the participation of 88 countries and 25 international organizations, where it was decided that every child has a fundamental right to education and must be given the opportunity to reach and maintain the appropriate level of learning. Unfortunately, advances in special education in Brazil, after the Conference in Salamanca, are still incipient. The curricula of higher education institutions in the country were not prepared for this "new" demand. The State's obligation to serve this new and growing public caused a lot of confusion among public school teachers, as the vast majority did not feel prepared for this new assignment. As we can see in the following quote:

Given the philosophy of inclusion as a global movement, driven mainly by the Salamanca Convention, schools around the world had to deal with including children who needed help in already existing classes, often with

large number of students and teachers, whose training had not been concerned with these aspects. At this time, the option for many was to place a specialized professional in the classroom, in order to accompany a child or teenager in partnership with the class teacher. With the growth and spread of the idea of the school mediator, the need to study the subject in more depth emerged, despite the little theoretical material available on the topic (MOUSINHO, R. et. al., 2010, p. 2).

2 METHOD

For the construction of this academic article, the reading of recognized scientific works and comparing them with the reality experienced in public schools, through official documents and journalistic clippings, were used as guiding and guiding sources, so that we can create a measuring ruler where it will be written: what we dream, what we already have and what we need. This will enable us to realize that what is practiced is not always, or almost never, in accordance with what is prescribed, both by official legislation and by special education scholars. I chose to work with newspaper clippings, as I agree with Severino (2007), when the author, when writing about the importance of the different possibilities of sources, to investigate the main problems within a reality, in this case, the difficulties in special education , makes the following record:

It is any form of recording and systematizing data and information, placing them in conditions for analysis by the researcher. It can be taken in three fundamental senses: as a technique for collecting, organizing and conserving documents; as a science that develops criteria for the collection, organization, systematization, conservation and dissemination of documents; in the context of carrying out research, it is the technique of identifying, surveying, exploring source documents of the researched object and recording the information taken from these sources and which will be used in the development of the work. (SEVERINO, 2007, p.124)

3 THEORETICAL FRAMEWORK

3.1 The role of the school in special education

According to the Department of Education (SEDUC-PA) in response to the State Public Ministry (MPE), there were more than 5 thousand students with disabilities in 2016. The Pará Association of People with Disabilities (APPD) states that 14% of the population of state has some type of disability and most of them have the capacity to study. However, the majority encounters problems with the lack of infrastructure in the public and state education network. Therefore, it is extremely important to understand the daily difficulties of these people, who are often

inherent to the poor structural conditions of state public schools. However, it is necessary to understand that the challenges of special education in the public network in the State of Pará go beyond the schools' staff, this is a struggle that also belongs to other segments of society, such as: parents and guardians, secretariats of education and public power in its various spheres.

Special and inclusive education only becomes real when justice is done, be it social, regional, cultural, gender or physical. Inclusive education conceives the school as a space for everyone, everyone is equal due to their differences. Questioning the paths that the school takes to solve or accommodate itself, given this paradigm in which Brazilian public education finds itself, which concerns serving people with disabilities, should be the main motivation of every public education employee, not just of teachers.

Breaking with the standards of conservative teaching that separate students into special and normal students has to be the fuel that drives the teacher who intends to work with special education. The school must be a space for everyone and for everyone. Reflecting on exclusionary attitudes on the part of teachers, administration and support staff is essential in the process of including those who have been left in the "corner" of the classroom for a long time, as by doing so the school creates conditions for the creation of educational spaces for those who deviate from the so-called normality, and who are not included in the neurotypical group, further accentuating the differences and making their inclusion difficult. However, many have called for the right to diversity, which suggests a large number of identicals, it is believed that the school should prioritize differences, which are also multiplicities and which are often multiple within a diversity, as we can see in the following excerpt:

The difference comes from the multiple and not the diverse. As in arithmetic, the multiple is always a process, an operation, an action. Diversity is static, it is a state, it is sterile. Multiplicity is active, it is flow, it is productive. Multiplicity is a machine for producing differences - differences that are irreducible to identity. Diversity is limited to what exists. Multiplicity extends and multiplies, proliferates, disseminates. Diversity is a given - from nature or culture. Multiplicity is a movement. Diversity reaffirms the identical. Multiplicity stimulates the difference that refuses to merge with the identical (SILVA, 2000, p.100-101).

The change necessary to begin a process of transformation in the school environment must begin with the elaboration of the Pedagogical Political Project - PPP, committed to special education, in which the objectives to be achieved are explained, in which inclusion must be the point main point of this document, as it will verify the current school reality. The legal requirement for the PPP is expressed in LDBEN - Law No. 9,394/96

which, in its article 12, section I defines, among the responsibilities of a school, the task of: developing and executing its pedagogical proposal. It is worth highlighting that for an effective promotion of inclusion, it is not enough to fill the school with students with disabilities, it is necessary to reinvent the professionals and their conduct, as we can see in the following comment:

In the case of initial and continuing training aimed at school inclusion, we are faced with a work proposal that does not fit into a specialization, extension or updating of pedagogical knowledge. Teaching, from an inclusive perspective, means giving new meaning to the role of the teacher, the school, education and pedagogical practices that are common in the exclusionary context of our teaching, at all levels. School inclusion does not fit into a traditional education paradigm and, therefore, teacher preparation in this direction requires a different design from existing professionalization proposals and in-service training that also changes, because schools will no longer be the same, if they embrace this new educational project (MANTOAN, 2006, p. 54- 55).

The Pedagogical Political Project must prioritize the security of the rights and basic needs of students with disabilities, both structurally and in terms of service. The school must request structural reforms from the State Department of Education, specific teaching material for special education, as well as trained and specialized human material in this type of teaching, so that this professional can help the school find ways that can mitigate the adversities that make special education a difficulty, in the same way that it acts as a facilitator for the school to put into practice everything that was developed and agreed in the Pedagogical Political Project, as all of this is provided for in art. 59 of LDBEN 9394/96, as we can see:

Art. 59. Education systems will ensure that students 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 education level, for specialized assistance, as well as regular education teachers trained to integrate these students into common classes;

IV – Special education for work, aiming at their effective integration into life in society, including adequate conditions for those who do not demonstrate the ability to enter competitive work, through coordination with related official bodies, as well as for those who have superior skills in artistic, intellectual or psychomotor areas;

V – Equal access to the benefits of supplementary social programs available for the respective level of regular education.

Another important point is linked to the effective participation of the teacher in the construction of the Pedagogical Political Project, which despite not being indispensable for a teacher

in the organization and preparation of said Project, does not exempt or encourage you not to participate in the creation of this document. The school needs to create an action plan, with the main purpose of motivating teachers to be more participative in this urgent demand, dispelling the idea that students with disabilities are a "problem" exclusive to professionals in this type of teaching. The fruits of this work will only be harvested after the preparation and execution of this project, which is essential for what is proposed in the 1988 Federal Constitution, in article 206, to occur, where democratic management is highlighted. LDBEN (9394/96) in its article 14, reinforces this idea:

[...] Education systems will define the standards for the democratic management of public education in basic education, according to their peculiarities and in accordance with the following principles:

I - Participation of education professionals in the preparation of the school's pedagogical project;

II - Participation of school and local communities in school councils

Without a doubt, estrangement is still the main point of dispute between the teacher's engagement and the construction of a special and inclusive education that is truly applicable in the school environment. Perhaps this aversion to the issue of special education is related to the non-engagement of teachers in the construction of the schools' Pedagogical Political Project, believing that this is a duty only of the administrative part, that is, coordinators and management. However, we understand it is not just that, as we can see in Minetto's words:

The more we know about a certain fact or subject, the more confident we feel about it. The new generates insecurity and instability, requiring reorganization and change. It is common for us to be resistant to what destabilizes us. Without a doubt, inclusive ideas caused a lot of instability and resistance (MINETTO, 2008, p.17).

According to Paula (2007), the school must be equipped with resources capable of offering security and welcome to special education students, as without these, it becomes difficult to carry out the duties present in the legislation, which requires the offering of this type of teaching from of early childhood education, as this is where the largest number of students who require special and specialized assistance are found, as we can see in this brief speech:

An inclusive school must also guarantee conditions for children to move around in all environments, providing for the construction of ramps or elevators for access, including to the upper floors, bathrooms, adapted to accommodate wheelchairs, placement of handrails, installation of non-slip flooring, signage for students with low vision and deaf students. This way, all students will be able to attend all classes. We must remember that the 1988 Constitution ensures equal conditions of access and permanence in the educational system for all. (p. 11).

3.2 The role of parents and guardians in special education

Unfortunately, it is currently common sense to attribute solely and exclusively to the teacher the task of educating. However, it is worth highlighting that the role of teaching is inherent in facilitating the contents provided for in the National Common Curricular Base (BNCC), which aims to insert the student into the citizenship of their locality, helping them to exercise it in its varied specificities, be it social, family, regional, ethnic, gender, professional and political. The family is the support base for this process to end with a high level of success, because when the student belongs to a home, they live with problems of various types: separated parents, domestic violence, financial difficulties, lack of stimulation and others. It will cause problems in your school life, of various types, with the lack of motivation being more present in the classroom. Despite this, there is a large number of children who overcome all these difficulties, as we can see in the following quote:

[...] the family, most of the time, is made up of biological parents, grandparents, uncles, cousins and, sometimes, brothers. However, you can find families composed in other ways: the mother is single and the father is not present or the couple separates. It is worth noting that, in many cases, these adverse situations do not compromise the love and harmonious environment of the family, and the children experience the acceptance and security resulting from the good family life (MALDONADO, 2003, p.153)

School and family are inseparable institutions in the process of children's educational construction, unfortunately this is more difficult in regions, cities and communities where the social reality is close to extreme poverty. How to encourage and stimulate students, who are more concerned about what they will eat? However, even in the face of all adversity, it is clear that such an undertaking is essential with the presence of these two elements, when it comes to special and inclusive education. In such a way, one will be the support base for the other, in a two-way collaborative work, so that there is reciprocity between both, according to Szymansky:

Both institutions have in common (...) the fact that they prepare young members for their future insertion into society and for the performance of functions that enable the continuity of social life. Both play an important role in the formation of the individual and the future citizen (SZYMANSKY, 2010, p. 98).

The Child and Adolescent Statute (ECA), in its articles 54, 55 and 56, provides some warnings and prescriptions to parents and guardians regarding the education of their children or those under their responsibility, ranging from the obligation to enroll them and ensure their effective school attendance, as well as protecting them from possible mistreatment, both

in the family environment, as well as at school, which is common for students with disabilities. All these prescriptions and warnings may be supervised by the public authorities, through the Guardianship Council, which will be informed by the school management if such infractions occur. It is worth mentioning that these checks are generally verified by teachers, as they are the ones who interact with students on a daily basis and know each one's reality best. At this point we realize how important is the teacher who observes his student, checking whether he is dressed appropriately, whether he is fed, whether he has suffered any physical violence through scratches or visible bodily injuries, verbal attacks that compromise his performance in the classroom. class, making him more shy and withdrawn, as well as many other situations in which the teacher can diagnose and pass on the direction of the school to which he belongs, as we can see in the Child and Adolescent Statute:

ART. 54. It is the State's duty to ensure children and adolescents:

- I - Elementary education, compulsory and free, including for those who did not have access to it at their appropriate age;
 - II - Progressive extension of compulsory and free secondary education;
 - III - specialized educational assistance for people with disabilities, preferably in the regular education network;
 - IV - Daycare and pre-school care for children from zero to five years of age; (Wording given by Law No. 13,306, of 2016);
 - V - Access to the highest levels of teaching, research and artistic creation, according to each person's ability;
 - VI - Offering regular evening education, adapted to the conditions of working teenagers;
 - VII - assistance in elementary education, through supplementary programs of teaching materials, transportation, food and health care.
- § 1 Access to free and compulsory education is a subjective public right.
§ 2 The failure to offer compulsory education by the public authorities or its irregular provision entails the responsibility of the competent authority.
§ 3º It is the responsibility of the public authorities to register students in primary education, to - call them and ensure, together with their parents or guardian, that they attend school.

ART. 55. Parents or guardians have the obligation to enroll their children or wards in the regular education network.

ART. 56. Directors of primary education establishments will communicate to the Guardianship Council cases of:

- I - Mistreatment involving students;
- II - Reiteration of unjustified absences and school dropouts, when school resources are exhausted;
- III - high levels of repetition.

3.3 The Role of Public Power in Special Education

In decree 6,949 of August 25, 2009, which deals with the Convention on the Rights of Persons with Disabilities, defines the role of States with regard to special and inclusive education in their respective state education departments. Where the public authorities should act as a facilitator in the process of incorporating this segment that for decades was

forgotten. Promote actions that encourage the autonomy of students with disabilities, breaking with the continuity of dependence in the classroom, which will only occur when students with low vision have access to Braille, there are bilingual schools in the state public network and a series of instruments that facilitate the work of these professionals in this type of teaching, as we can see in article 24 of this decree, which specifically deals with education:

Decree 6,949, art. 24:

3. States Parties shall ensure that persons with disabilities are able to acquire the necessary practical and social skills in order to facilitate their full and equal participation in the education system and in community life. To this end, States Parties shall take appropriate measures, including:

- a) Facilitation of learning Braille, alternative writing, modes, means and formats of augmentative and alternative communication, and orientation and mobility skills, in addition to facilitating peer support and advice;
- b) Facilitating the learning of sign language and promoting the linguistic identity of the deaf community;
- c) Guarantee that the education of people, in particular blind, deaf-blind and deaf children, is provided in the languages and modes and means of communication most appropriate to the individual and in environments that maximize their academic and social development.

We can say that the history of education for people with disabilities in Brazil is divided between three major periods:

- from 1854 to 1956 - marked by private initiatives;
- from 1957 to 1993 – defined by official nationwide actions;
- 1993.... – Characterized by movements in favor of school inclusion.

The chronology above demonstrates the long path Brazil has taken in implementing of measures that would make special and inclusive education a reality. It is clear that the Brazilian situation in this matter is still not the best, especially if we take into account the lack of physical structure in schools to accommodate students with disabilities, as well as the lack of specialized professionals working in this segment. As previously mentioned, in many cases, some schools only received teachers specializing in special education, due to numerous complaints from state public ministries, which forced compliance with legislation relevant to the subject through court orders.

There were many Brazilian politicians, educators, parents and personalities who identified with the education of people with disabilities and who played a leading role in the history of this type of education. They all played relevant roles in all periods of this journey and cannot be ignored, as they acted within political-situational frameworks that in some way

affected the education of people with disabilities, either advancing, daring, transforming proposals, or delaying them, preventing their evolution towards new educational targets^{two}. Unfortunately, the applicability of existing legislation is still very slow, either due to the slowness of the judicial system or due to lack of knowledge and the consequent lack of provocation of the law.

Only very recently, from the end of the 1980s and beginning of the 1990s, have people with disabilities organized themselves, participating in Commissions, Coordinations, Forums and movements, aiming to ensure, in some way, the rights they have achieved to be recognized and respected in their basic needs to interact with other people. These movements are infiltrating all environments related to work, transport, architecture, urban planning, social security, accessibility in general. People seek affirmation and want to be heard, like other minority voices that need to be considered in a democratic society, like the one we live in this country today. But, unfortunately, despite being present and having shown their actions in various aspects of social life, the aforementioned movements are not yet strong with regard to educational prerogatives, school processes, notably inclusive ones³. As we can see, through struggles and achievements, as well as setbacks, we also see a change in the profile of those who fight, moving from professional politicians, recognized artists and famous people and selfless activists, to anonymous ones. This is with state public ministry establishments, which have become essential instruments and partners in the recognition and enforcement of legitimate rights, which have been neglected for a long time.

Despite many advances in legislation, it is still very little when we put into the balance what is carried out within the limits of the law and what still insists on not happening, whether due to lack of structure in different locations, or due to negligence, or lack of political will to implement the various debates that became laws, as we can see in the speech by Ball and Mainardes (2011, p. 13):

Policies involve confusion, needs (legal and institutional), discordant, incoherent and contradictory beliefs and values, pragmatism, borrowing, creativity and experimentation, asymmetrical power relations (of various types), sedimentation, gaps and spaces, dissent and material constraints and contextual. In practice, policies are often obscure, sometimes unenforceable, but they can nevertheless be powerful instruments of rhetoric, that is, ways of talking about the world, ways of changing what we think about what we do. Policies, particularly educational policies, are generally designed and written

for contexts that have adequate infrastructure and working conditions (regardless of the level of education), without taking into account enormous variations in context, resources, regional inequalities or local capabilities.

FINAL CONSIDERATIONS

Special and inclusive education is a real demand, it is necessary in all federative units in Brazil. Many advances have occurred in recent years, especially with international pressure through treaties and conventions, as well as greater awareness among Brazilian civil society. However, our schools, our children, our people are still very lacking in a political will that never arrives and that insists on being late, either due to the ignorance of our representatives or our dependence on public power, which is often hampered by bureaucracy. state, which hinders the development and guarantee of fundamental rights, including quality public education for people with or without disabilities.

Inclusion cannot fall into reductionism, thinking that it is just about putting students with disabilities in the classroom. It is a social and fair attitude, which must be embraced by the entire school community and public authorities, so that it becomes a reality. Special education is a living, continuous, unfinished and permanent work, which will always exist in schools. We as teachers, managers, parents and public authorities have the mission of perpetuating this process.

Building a better world will not come from above, but from the foundations that support this country. The school community committed to the education of our children will make the great transformation that we dream of, despite all the adversities imposed on us by those who should bring the solution.

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