

**EDUCAÇÃO ESPECIAL E INCLUSÃO: DIÁLOGOS SOBRE PESQUISA,
POLÍTICAS E PRÁTICAS**

**EDUCACIÓN E INCLUSIÓN ESPECIAL: DIÁLOGOS SOBRE INVESTIGACIÓN,
POLÍTICAS Y PRÁCTICAS**

**SPECIAL EDUCATION AND INCLUSION: DIALOGUES ON RESEARCH, POLICIES
AND PRACTICES**

Leonor Paniago ROCHA¹
Marlene Barbosa de Freitas REIS²
Vanderlei Balbino da COSTA³

RESUMO: Investigação em educação; pesquisa narrativa em educação especial; inclusão escolar de pessoas com deficiência; dificuldades de aprendizagens específicas; práticas educativas inclusivas; formação continuada do professor para a identificação de superdotação; inclusão e diferença; medicalização, escala de avaliação de pessoas com deficiência intelectual; aplicabilidade das políticas públicas educacionais inclusivas; contribuições dos casos de ensino na educação inclusiva.

PALAVRAS-CHAVE: Educação especial. Inclusão. Pesquisa em educação. Dificuldades de aprendizagens específicas.

RESUMEN: *Investigación educativa; investigación narrativa en educación especial; inclusión escolar de personas con discapacidad; dificultades específicas de aprendizaje; prácticas educativas inclusivas; formación continua del profesorado para identificar la superdotación; inclusión y diferencia; medicalización, escala de calificación para personas con discapacidad intelectual; aplicabilidad de políticas públicas educativas inclusivas; aportes de casos docentes en educación inclusiva.*

¹ Federal University of Jataí (UFJ), Jataí – GO – Brazil. Full professor. Doctorate in Education - (PUC-GO). Currently a post-doctoral student in the Interdisciplinary Graduate Program in Education, Language and Technology at the State University of Goiás (PPG-IELT). Member of the research group; Formation of teachers and pedagogical knowledge; registered in the Directory of Research Groups in Brazil, CNPq conducting research in the areas of education, diversity, public policies, disability and school inclusion. ORCID: <https://orcid.org/0000-0003-1076-703X>. E-mail: leonorpaniago.ufg@hotmail.com

² State University of Goiás (UEG), Anápolis – GO – Brazil. Full professor. Professor of the permanent Interdisciplinary Postgraduate Program in Education, Language and Technology (PPG-IELT). Post-Doctorate in Information and Knowledge Management by the University of Porto, Portugal (2015). Professor and Coordinator of the Pedagogy Course (UEG). Member of the research group; Training of teachers and pedagogical knowledge - Directory of Research Groups in Brazil - CNPq. ORCID: <https://orcid.org/0000-0002-2213-7281>. E-mail: marlenebfreis@hotmail.com

³ Federal University of Jataí (UFJ), Jataí – GO – Brazil. Full professor. Professor of the Graduate Program in Education (PPGE). Doctorate in Special Education by the Federal University of São Carlos (2012). Develops the research projects: Affirmative Action Policies at the University: Possibilities of Inclusion in Higher Education; Accessibility Project (2015/2018); Teacher Training in Public Schools in Jataí- GO (2013/2018). ORCID: <https://orcid.org/0000-0002-1330-747X>. E-mail: vanderleibalbino@gmail.com

PALABRAS CLAVE: *Educación especial. Inclusión. Investigación educativa. Dificultades específicas de aprendizaje.*

ABSTRACT: *Investigation on education; narrative research on special education; school inclusion of people with disabilities; specific learning difficulties; educative inclusive practices; continuing teacher education for identifying Intellectual giftedness; inclusion and difference; medicalization; rating scale for people with intellectual disabilities; applicability of inclusive educational public policies; contributions of teaching cases in inclusive education.*

KEYWORDS: *Special education. Inclusion. Education research. Specific learning difficulties.*

Initial considerations

In times of speeches that state that "Universities should be reserved for an intellectual elite" and that decrees appear to extinguish secretariats such as the Secretariat of Continuing Education Literacy, Diversity and Inclusion, SECADI and councils such as the National Council for the Rights of the Person with Disability, CONADE, it is necessary to give a voice to researchers from different regions of the country and let their dialogues bring to light what their research has revealed about the school inclusion of people with disabilities, in their most different fields. It is also necessary to know what researchers from other countries have revealed on the subject. This is a simple way to tell people with disabilities and public managers: we are here!

In this sense, the dossier Special Education and Inclusion: dialogues on research, policies and practices, aims to offer the reader the opportunity to reflect on these aspects that involve the school inclusion of people with disabilities. It is understood that these form the necessary triad to offer harmony to special/inclusion education, in any territory.

In Brazil and in many other countries, despite the expansion of school inclusion policies, the production of research and discussions involving the schooling practices of students with special educational needs, the daily lives of many schools still maintain traditional and segregative conceptions and curricula, not guaranteeing the learning of all students, especially those with some disability.

In this regard, this dossier is inserted in the context of the discussions on the inclusion of people with disabilities in education, starting from the importance of thinking about the way to carry out research with this group and of thinking about the pedagogical practice

developed to promote their development and their inclusion, as well as the educational policies aimed at this group.

Thus, the proposal of this text, which opens this dossier, rather than presenting each article that composes it, intends to bring a discussion on the theme of inclusion of the person with disability and lead the reader to understand why we chose this theme.

At first we want to state that, in this dossier, we have chosen to deal with the processes of inclusion, because we all agree that "Any discrimination is immoral and fighting against it is a duty no matter how much the strength of the conditionings to be faced is recognized. The beauty of being a person is found, among other things, in this possibility and in this duty to fight" (FREIRE, 1996, p. 67)⁴.

It was this beauty of being a person that drove each of the authors here in this dossier. Each one, imbued with the same purpose, elaborated his text and showed that writing is also a way to fight for a cause, or a group.

It was the desire for true inclusion of everyone, in all spaces of society, that moved us here. In different ways, each author of the texts in this dossier dreams and fights for an inclusive school and a society where justice is present in everyone's daily life.

Thus, the articles in this dossier deal with three major themes regarding the education of people with disabilities: the research methodologies with subjects with disabilities, the policies addressed to this group and the practices developed to work with students with disabilities.

The doubt, about how to collect data with disabled subjects is something always present in the elaboration of research projects of researchers who have these subjects as participants of their studies, after all, the "methodology is the way of thinking and the practice exercised in the approach to reality" (MINAYO, 2000, p. 16)⁵. How can we approach the reality of a subject that has been diminished by society, so often forgotten by public policies and so strange to so many? How to understand the universe of disability being in a state of "normality", being the action of understanding, the basis and the sense of qualitative research? There are so many of them: how, that we feel the need for this dossier to deal with the theme.

In "**Narrative research on special education**", Leonor Paniago and Marlene Reis present the contributions of narrative research to the understanding of inclusion processes for

⁴“Qualquer discriminação é imoral e lutar contra ela é um dever por mais que se reconheça a força dos condicionamentos a enfrentar. A boniteza de ser gente se acha, entre outras coisas, nessa possibilidade e nesse dever de brigar” (FREIRE, 1996, p. 67).

⁵ “metodologia é o caminho do pensamento e a prática exercida na abordagem da realidade” (MINAYO, 2000, p. 16).

students with disabilities, treating narrative research as an important methodology for revisiting the past, promoting self-training and training. They present the specificities of narratives in the context of researches in the area of education and defend that the life story, of a subject with disability, is particularly useful for Special Education, or other fields of knowledge which deal with excluded groups, as it favors the reflection in relation to the situations lived by the subject, the influences of exclusion in the personal, social, economic, political and educational spheres, as well as it is able to point out the need for changes in politics, culture and society.

Using authors such as Thesing and Costas (2017), they defend research as an activity aimed at understanding the world, the desire to uncover what is hidden. An activity that is related to questioning, to questioning what is given, to what seems natural, placing the researcher as a stranger and questioner, nonconformist to the post as correct, as order. They strengthen the idea, of so many other authors, that in the context of life and teacher training courses, experiences are content that deserves to be known, because they bring reflections that bring self-training and possibilities of formation. Therefore, collecting them and/or narrating them through narratives represents a great opportunity for growth, both for those who narrate and for those who listen.

In "**Phenomenology: a way to comprehend inclusive processes**", Edileine Machado and Fátima Denari, with similar objectives the authors of the previous text, present a case study that highlighted the contributions of the phenomenological method to the understanding of inclusive processes. They defend this method as a possible path for the formation of the inclusive subject, since it enables the understanding of inclusive processes, more specifically, the starting point: gnosiological, ontological and psychological knowledge of the people involved.

In "**Continuing teacher training for inclusive education: an experience with teaching cases**", Isa Mara, Viviane Duek, Mizukami, Lúcia de Araújo present the reader with a teaching case, providing the reader with an understanding of the potential of teaching cases for learning and professional development in the context of the education they wish to include. They affirm that the teaching cases contribute to the expansion of the teacher's knowledge about the inclusion of students with disabilities, generating questions about pedagogical practice and possible resizing. They affirm that the teaching cases enhance the learning and teaching reflection and suggest its adequacy, as a teacher training strategy, with a view to teaching that guarantees inclusion.

Discussing inclusion means dealing with public policies, or the lack of them. Thus, the second issue raised by this dossier is policies. Three of the articles presented here either deal specifically with public policies for the inclusion of people with disabilities, or point them out as an actor in this process.

On the global stage, it is fruitful to highlight that processes of segregation, exclusion and marginalisation have taken place in relation to people with disabilities at all levels. This is evident in the writings of Mises (1977, p. 14), when he points out that

We kill the mad dogs and ferocious bulls, we behead sick sheep, we suffocate ill-bred newborns; even if the children are weak or abnormal, we drown them, it is not hatred, but the reason that invites us to separate from the healthy parts those that can corrupt them.⁶

We remember such actions to recall that it was in the discovery of the 18th century, in the middle of the Age of Enlightenment ideas, based on the ideals of freedom, equality and fraternity, that these undesirable beings in society came to be the object of the study of medicine, which saw them as sick and in need of treatment. Thus, the first political actions were born around the world, of course, not with the intention of promoting the inclusion of these new subjects, but to shelter them in Christian homes, philanthropic institutions, asylums, hospitals, among other institutions that lent themselves to this purpose.

The historical milestone of special education in Brazil began in the 19th century, especially when the imperial government in 1850 created the first institutions to house people with disabilities. The Imperial Institute of the Blind Boys was created in 1854 and the Imperial Institute of Deaf-Mutes in 1857.

It is of fundamental importance to emphasize that these two institutes were created in the city of Rio de Janeiro and later became the Benjamin Constant Institute (IBC) and the National Institute of Deaf Education (INES). Just to give an example, in 1872, there were approximately 15.848 visually impaired people and 11.595 hearing impaired people in Brazil; however, only 35 visually impaired people and 17 hearing impaired people were attended by these two institutes. The data reveal that in the middle of the 19th century, the public policies aimed at the inclusion of people with disabilities were insignificant to attend the great number of subjects who needed this service. It is necessary to point out that in this period we are only talking about two disabilities, the visual and hearing disabilities, the others were still invisible by the government.

⁶“Nós matamos os cães danados e touros ferozes, degolamos ovelhas doentes, asfixiamos recém-nascidos mal constituídos; mesmo as crianças se forem débeis ou anormais, nós as afogamos, não se trata de ódio, mas da razão que nos convida a separar das partes sãs aquelas que podem corrompê-las” (MISES, 1977, p. 14).

In the 20th century, the world is marked by diverse political, economic, social, cultural and religious transformations. In this century, we had two great world wars that, together, decimated millions of people on the planet. Armed conflicts have contributed to increase the number of mutilated people. This growth, in turn, has contributed to the fact that rulers of various countries, devastated by war, started to think about public policies for the insertion of these people into society.

In the 20th century, we have witnessed, in relation to education, several international movements, such as the Jomtien Declaration - Thailand (UNESCO, 1990); the Salamanca Declaration - Spain (UNESCO, 1994), among others, which began to set standards for the proclamation of inclusion of all people in ordinary schools. These movements that spread around the planet were not enough to guarantee the inclusive processes of the minorities who are still on the margins of society, such as indigenous people, blacks, quilombolas and people with disabilities.

In the Brazilian educational system, we have witnessed the creation of the National Education Guidelines and Bases Law (LDBEN) Law N° 9.394/96, placing, for the first time, special education in a document of this size.

Currently, in May 2015, the World Education Forum, organized by UNESCO, took place in the city of Incheon, South Korea. At this event, which was attended by over 100 Ministers of Education and several representatives of civil society, a balance was made of the goals of Education for all, for the period 2000-2015, the debate and systematization of the principles and guidelines for the next 15 years (2016 to 2030).

This forum has established that education is a fundamental human right and should be offered in an equitable, free, inclusive manner and should be of quality and mandatory. It must aim at the full development of the human personality, mutual understanding, tolerance, friendship and peace. The declaration, originating from this forum, states that education is a public good, of which the State is the provider (UNESCO, 2015).

Even with all these laws, decrees, resolutions and declarations present in the Brazilian scenario, the rights of people with disabilities are still very disrespected, as we can see in the article "**Accessibility and assistive technology resources in the multifunctional resources room at municipal schools in Manaus/AM**", by the colleagues Maria Almerinda, Christiane, Danilo and Geyse, present in this dossier.

This paper denounces that access to assistive technologies, as well as the right to accessibility, has not been guaranteed in all educational spaces by the public authorities.

Regarding to the guarantees of LBI N° 13.146, we emphasize that it also contemplates in its item XIII, access to higher education, professional and technological education on equal opportunities and conditions with other people. This premise is shared by Maria Almerinda, Christiane, Danilo and Geysel, emphasizing that although they exist, the technological resources accessible in basic schools are not yet available in higher education for all people with disabilities.

With the publication of LBI-13.146/2015, it is noted that while on the one hand, at various levels, especially for children with disabilities, high skills and over-gifted specialized support is available in the classroom, on the other hand, in higher education, many students with disabilities need specialized support to stay in university.

The article "**School trajectories of people with disabilities in basic education: where's the special education place?**", by Douglas Christian and João Henrique, is based on public policies for the inclusion of people with disabilities, as well as on legislation passed in 1999. They narrate the life history of four students with disabilities who have attended higher education. In their testimonies, the students point out the difficulties of staying in higher education, revealing that the university is still a space for few. In other words, that the policy of school inclusion of people with disabilities in force in Brazil is still not efficient.

When studying these exclusionary processes, Vanderlei Balbino and Renata Naves point out in their paper, "**Implementation of the quota law 13.409/2016 for people with disabilities at the university**", that there is still a low number of people with disabilities, blacks, indigenous and quilombolas accessing higher education and that despite the implementation of the quota law, the number of people enrolled in higher education is still low.

Currently the Brazilian population is composed of 45 million people with disabilities (BRAZIL 2015), however, the number of people with disabilities who enter and remain in higher education is still low, because over the centuries our education has been geared to the exclusion of the minority, so learning to include represents a great challenge.

According to the Brazilian Law of Inclusion (LBI) - Law N° 13.146 (BRAZIL, 2015), it is the obligation of the public power, Art. 28 to ensure, create, develop, implement and encourage the adoption of inclusive pedagogical practices through the initial and continuing training of teachers, as well as to qualify professionals to offer specialized educational services aimed at various special educational needs.

It is obvious that in the last two decades the growth of legislation in relation to inclusion processes has been considerable. However, these public policies implemented

during this period have not been able to increase the number of indigenous people, blacks, quilombolas and people with disabilities in higher education. In his writings, Costa and Naves, point out that the public of special education gradually accesses higher education, registering an almost total invisibility of these subjects in universities.

Considering that Brazil is a country of continental dimension, whose area is equivalent to 8.511.965 square kilometers, the distribution of students with disabilities in higher education is very disparate. Just to give an example, data from the National Institute of Educational Studies and Research Anísio Teixeira (INEP, 2010), reveals that 49% of students with disabilities enrolled are in the Southeast region; 24% in the South and 14% in the Midwest. The numbers are more alarming when we look at the Northeast and North regions, respectively, which have only 9% and 4% of those enrolled in higher education.

In his paper entitled "**Implementation of the quota law 13.409/2016 for people with disabilities at the university**", Costa and Naves denounce the low number of indigenous, quilombola, black and disabled students attending higher education. This was evidenced in INEP data in 2010, alerting to the low number of these social subjects in Brazilian universities throughout the country.

The INEP census points out that the number of students with disabilities is higher in private institutions. According to Rocha and Miranda (2009), in 2005, the number of enrollments in private higher education institutions, involving students with disabilities, was 67% and 33% in public universities.

The data reveal that the inclusive public policies implemented in Brazil, especially in universities, are not giving an account of promoting the inclusion of people with disabilities, given the low insertion of these subjects in public higher education. These data are also revealed by Douglas Christian and João Henrique, as they emphasize that there is a low number of people with disabilities attending universities.

Perhaps one of the greatest challenges that the current school faces in common education are the physical, communication, systemic pedagogical and attitudinal barriers, not least because, at all levels of the educational system, we still face these in the process of inclusion and permanence of students with disabilities. In addition to these difficulties in access to communication, there are the scarce technological resources available at the various levels of education aimed at the inclusion of people with disabilities, global development disorders, high skills/superdotation.

We believe that the university, especially the teacher training courses, are facing several challenges, namely: to propose the construction of adapted curricula, which enables

the inclusion and permanence of students with disabilities in all levels of education; to guarantee in the school spaces, specialized educational assistance (AEE) directed to the different special educational needs; to value differences and eliminate homogeneity, present in closed curricula and inflexible changes required by schools which intend to include everyone.

We reflect that the crucial problem is not in the legislation passed in the last three decades. The difficulties in implementing this legislation lie in the disengagement of the rulers, who not only do not make the law enforceable, but also extinguish councils that represent the various categories, such as indigenous people, quilombolas, blacks and people with disabilities, making it even more difficult for them to be included and remain in universities.

We consider that the public educational policies implemented by the system, educational, have not been able to promote the inclusion of people with disabilities in the various educational spaces. The teaching formation, present in Brazilian universities, encounters difficulties to form teachers who can handle this task, so it is necessary to also discuss pedagogical practices directed to students with disabilities.

In this context, the paper "**Collaborative Consultancy as a strategy for continuing education for teachers who work with students with intellectual disabilities**" written by Danúsia Lago and Dulcéria Tartuci, presents the results of a post-doctoral research, whose objective was to analyze the Collaborative Consultancy as a pedagogical strategy for continuing education for teachers who work with students with intellectual disabilities. It is a qualitative approach study based on the assumptions of collaborative research and Cultural Historical Theory.

The research took place at the Federal University of Goiás - UFG and at two schools in the state education network. In this cutout, they analyzed the teaching formation based on collaboration. The results showed that this type of training provides discussions with a focus on schooling, presents possible paths for a teaching practice that aims at the potentiality of these students and can be an interesting practice for continuing education courses.

Paula Vaz and Ana Paula Martins, in "**Curriculum-based measurement within inclusive school: Technical adequacy of maze probes for screening students at Risk for dyslexia**", present a model for screening the academic progress of students who do not respond positively to the effective teaching that is provided in the regular classroom. According to them, this model allows the identification of students who are considered to be at risk, before their difficulties worsen and they experience failure for a long period of time.

The study was carried out with a group of 82 students from the 3rd year of schooling in a group of schools in the north of Portugal. The data analysed using descriptive, inferential, correlational statistics and ROC analysis led to the conclusion that the MBC-Maze tests reveal good technical characteristics, validity, sensitivity and specificity, which make it safe for teachers to use in monitoring students' progress in reading.

It is understood from the reading of the article by colleagues that the MBC-Maze tests, represent a significant pedagogical intervention practice to work on the academic, behavioural and social needs of the students before they impair their performance in school.

Sebastián-Heredero and Alexandra Anacha, in "**The perception of teachers on inclusive concepts, policies and prácticas: case study in Brazil**", present the result of a qualitative case study with 51 teachers from public schools of Mato Grosso do Sul. The study aimed to learn about the process of inclusion in the classroom, from the voice of teachers, as well as to know the foundations for inclusive educational practices from their opinions and suggestions.

The authors conclude by stating that it is necessary to continue working for the knowledge and development of inclusive education, because there are still those who do not believe or have reservations about inclusion. They also state that there is still much to be done in terms of training and action to help teachers act within this model of education, because although professionals demonstrate knowledge of the concept of inclusive education and learning difficulties, knowledge about inclusive practices is still scarce.

For them, the school that truly manages to include everyone is still being built and needs a lot of effort and teamwork from the whole society.

In agreement with Sebastián-Heredero and Anacha, we, the organizers of this dossier, on behalf of the nineteen colleagues whose texts make up this work, concluded by telling the readers that schools, as well as universities, have only one function, which is to generate knowledge. But it is not just any knowledge. It is,

A knowledge committed to the truth because it is the basis of knowledge construction. A knowledge committed to justice because it is the basis of human relations. A knowledge committed to beauty because it enables the expression of emotion and pleasure [...]. Knowledge committed to equality because it is the basis of the social structure inherent to the human condition. A knowledge committed to the true, the just, the egalitarian and the beautiful; it is, in fact, a commitment to the transformation of society, because these are not values predominantly established and practiced in the

organization of human life, even though they are proper and inherent to them (BELLONI, 1992, p. 73).⁷

Thus, we conclude by saying that we are committed to equality, justice and beauty. Fundamental items for any model of education. And if these are present, it is inclusive, in these times and in any other times.

REFERÊNCIAS

- BELLONI, I. Função da universidade: notas para reflexão. *In.*: BRANDÃO, Zaia *et. al.* **Universidade e Educação**. Campinas, SP: Papirus: Cedes; São Paulo: Ande: Anped, 1992. (Coletânea C.B.E.)
- BRASIL. Lei n. 13.146, de 6 de julho de 2015. Institui a Lei Brasileira de Inclusão das Pessoas com Deficiência (Estatuto da Pessoa com Deficiência). **Diário Oficial da União**, Brasília, DF, 7 jul 2015.
- BRASIL. Lei n. 9.394, 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. **Diário Oficial da União**, Brasília, DF, 23 dez. 1996. Disponível em: <https://www2.camara.leg.br/legin/fed/lei/1996/lei-9394-20-dezembro-1996-362578-publicacaooriginal-1-pl.html>. Acesso em: 19 dez. 2019.
- BRASIL. **Declaração de Salamanca** e linha de ação sobre necessidades educativas especiais. 2. ed. Brasília, DF: Corde, 1997.
- FREIRE, P. **Pedagogia da autonomia**: saberes necessários à prática educativa. 5.ed. Rio de Janeiro: Paz e Terra, 1996.
- INEP. **Censo Escolar da Educação Superior 2010**. Brasília, DF: Ministério da Educação/Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2010.
- MINAYO, M.C.S. O conceito de metodologia de pesquisa. *In.*: MINAYO, M.C.S. (org). **Pesquisa social**: teoria, método e criatividade. 15. ed. Petrópolis: Vozes, 2000.
- MISES, Roger. **A criança deficiente mental**. Rio de Janeiro, Zahar, 1977.
- ROCHA, T. B; MIRANDA, T. G. A inclusão de alunos com deficiência no ensino superior: uma análise de seu acesso e permanência. *In.*: DÍAZ, F., et al., orgs. **Educação inclusiva, deficiência e contexto social**: questões contemporâneas [online]. Salvador: EDUFBA, 2009, p. 27-37.

⁷“Um saber comprometido com a verdade porque ela é a base da construção do conhecimento. Um saber comprometido com a justiça porque ela é a base das relações humanas. Um saber comprometido com a beleza porque ela possibilita a expressão da emoção e do prazer [...]. Um saber comprometido com a igualdade porque ela é a base da estrutura social inerente à condição humana. Um saber comprometido com o verdadeiro, o justo, o igualitário e o belo; é, em verdade, um compromisso com a transformação da sociedade, pois esses não são valores predominantemente estabelecidos e praticados na organização da vida humana, apesar de lhes serem próprios e inerentes” (BELLONI, 1992, p. 73).

THESING, M. L. C; COSTAS, F. A. T. A pesquisa em educação: aproximações iniciais. **RIAEE – Revista Ibero-Americana de Estudos em Educação**, v. 12, n. 3, p. 1839-1853, jul./set. 2017.

UNESCO. **Declaração mundial sobre educação para todos** e plano de ação para satisfazer as necessidades básicas de aprendizagem. Jomtien, Tailândia: UNESCO, 1990.

UNESCO. **Marco da educação 2030**: Declaração de Incheon. Incheon, Coréia do Sul: UNESCO, 2015.

How to reference this article

ROCHA, Leonor Paniago; REIS, Marlene Barbosa de Freitas; COSTA, Vanderlei Balbino da. Educação especial e inclusão: diálogos sobre pesquisa, políticas e práticas. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 15, n. esp. 1, p. 872-883, maio 2020. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v15iesp.1.13501>

Submitted on: 11/10/2019

Revisions required: 20/11/2019

Approved on: 28/12/2019

Published: 30/04/2020