

**10 ANOS DA POLÍTICA NACIONAL DE EDUCAÇÃO ESPECIAL NA
PERSPECTIVA DA EDUCAÇÃO INCLUSIVA EM DEBATE: TRAJETÓRIA,
LIMITES E DESAFIOS**

***10 AÑOS DE POLÍTICA NACIONAL DE EDUCACIÓN ESPECIAL EN LA
PERSPECTIVA DE LA EDUCACIÓN INCLUSIVA EN EL DEBATE:
TRAYECTORIA, LÍMITES Y DESAFÍOS***

***10 YEARS OF THE NATIONAL POLICY ON SPECIAL EDUCATION IN
PERSPECTIVE OF INCLUSIVE EDUCATION IN DEBATE: TRAJECTORY,
LIMITS AND CHALLENGES***

Claudia Regina Mosca GIROTO¹
Rosimar Bortolini POKER²
Fabiana Cristina Frigieri De VITTA³

After a decade of promulgation of the “Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva” [National Policy of Special Education in the Perspective of Inclusive Education (PNEEPEI)], in 2008, and considering that, at the end of 2018, this document, from the update proposed by the Ministério da Educação (MEC)/Secretaria de Educação Continuada, Alfabetização, Diversidade e Inclusão (SECADI) [Ministry of Education (MEC) / Continuing Education, Literacy, Diversity and Inclusion (SECADI)], is available for public consultation under the denomination "National Policy on Special Education: Equitable, Inclusive and Lifelong", the dossier "**10 years of the National Policy on Special Education in Perspective of Inclusive Education in debate: trajectory, limits and challenges**" aims to present and problematize aspects related to the trajectory, limits and challenges engendered by PNEEPEI, regarding to historical and

¹ Universidade Estadual Paulista (UNESP), Marília – SP – Brasil. Docente do Programa de Pós-Graduação em Educação Escolar, Faculdade de Ciências e Letras (FCLAr), UNESP, Campus de Araraquara/SP; do Departamento de Educação Especial e do Programa de Pós-Graduação em Educação, Faculdade de Filosofia e Ciências (FFC), UNESP, Campus de Marília/SP. Possui formação em fonoaudiologia, mestrado e doutorado em Educação, FFC/UNESP/Marília/SP. ORCID: <<https://orcid.org/0000-0001-6267-8085>>. E-mail: claudia.mosca@unesp.br

² Universidade Estadual Paulista (UNESP), Marília – SP – Brasil. Docente do Departamento de Educação Especial, da Faculdade de Filosofia e Ciências (FFC), UNESP, Campus de Marília/SP. Possui formação em pedagogia, mestrado e doutorado em Educação, FFC/UNESP/ Marília/SP. ORCID: <<https://orcid.org/0000-0001-8019-6506>>. E-mail: rosimar.b.poker@unesp.br

³ Universidade Estadual Paulista (UNESP), Marília – SP – Brasil. Docente do Programa de Pós-Graduação em Educação Escolar, Faculdade de Ciências e Letras (FCLAr), UNESP, Campus de Araraquara/SP e do Departamento de Educação Especial, da Faculdade de Filosofia e Ciências (FFC), UNESP, Campus de Marília/SP. Possui formação em terapia ocupacional, mestrado e doutorado em Educação Especial, Universidade Federal de São Carlos (UFSCar/SP). ORCID: <<https://orcid.org/0000-0001-9545-7588>>. E-mail: fabianavitta@gmail.com

political references, to the constitution of support networks for the realization of inclusive education in Brazil, teacher training in the perspective of inclusive education, to the mapping and evaluation of the forms of organization and operationalization of inclusive educational systems and to the inclusive pedagogical practices constituted in the different educational contexts.

Presented by the Online Journal of Educational Policy and Management (RPGE), this dossier includes 14 articles, in the format of a theoretical essay, bibliographical review and research reports, authored by renowned researchers, with expertise in the proposed theme, and linked to Postgraduate Programmes in Higher Education Institutions in different regions of the country, such as: Federal University of Rio Grande do Sul (UFRGS / RS); Federal University of Uberlândia (UFU / MG); Federal University of Catalão / GO; Federal University of Rio de Janeiro (UFRJ / RJ); Federal University of Grande Dourados (UFGD / MS); Federal University of Juiz de Fora (UFJF / MG); State University of Campinas (UNICAMP / SP); Federal Rural University of Rio de Janeiro (UFRRJ / RJ); State University of Mato Grosso do Sul (UEMS / MS) and Universidade Estadual Paulista - UNESP / SP. It should be noted that part of the authors and coauthors of these articles integrated the group of researchers who, at the invitation of the MEC, prepared the PNEEPEI of 2008, as well as part of these productions derived from research projects financed by important development agencies, National Council of Scientific and Technological Development (CNPq).

The article "**National Policy on Special Education in the Perspective of Inclusive Education of 2008: which origins and what trajectories?**", By Gilvane Belem Correia and Claudio Roberto Baptista, aims to analyze the Brazilian special education policy in the last decade, from the in the formulation and relationship with the guidelines defined by the UN International Convention on the Rights of Persons with Disabilities in 2006. In this study, the authors point to initiatives aimed at the operationalization process of changes in Brazilian education, in addition to advances and challenges involved in this complex process.

Entitled "**A decade of the National Policy on Special Education in the Perspective of Inclusive Education: from the ideal to the possible**", Lázara Cristina da Silva, Vilma Aparecida de Souza and Wender Faleiro presents, through a historical and political analysis of the production of PNEEPNEI, a reflection on the trajectory of a decade of this Policy, which text allows different interpretations, which makes it possible to be recreated over these ten years, having as trademarks the challenges, advances and setbacks resulting from their unfolding.

The academic-scientific production of the post-graduation program in education of UNESP / Marília-SS and the National Public Policy of Special Education in Brazil: historical aspects" contains the article authored by Maria Silvia Rosa Santana, Rosane Michelli de Castro and Elieuzza Aparecida de Lima, which presents the systematization and analysis of theses and dissertations concluded between 2005 and 2008, in the area of research "Special Education in Brazil", of this program, under the understanding that changes in public policies geared to the various social areas, like education, are or should also be driven by the results of academic-scientific research.

Presented by Maria Teresa Eglér Mantoan and Maria Isabel Sampaio Dias Baptista, the article **"Innovating to make happen: how we are strengthening support networks to inclusive education"** discusses innovative proposals for teachers' training of regular and special education, in accord with PNEEPEI, concerning the learner/teacher autonomy. The authors relate these proposals to the need to disseminate concepts and practices that support inclusive education throughout the national territory.

The article **"Bilingual pedagogy: dilemmas and challenges in teacher education"**, by Claudia Regina Mosca Giroto, Joice Emanuele Munhoz Cicilino and Rosimar Bortolini Poker, questions the inconsistencies between the conceptions about bilingual education that guides educational actions with deaf students and proposals for teacher training to consolidate such actions in the inclusive educational context, as well as emphasizing the idea that it is not enough to guarantee the use of Libras as a language of instruction, but also theoretical and methodological training is necessary for the exercise of the function of teacher of early childhood education and literacy teacher who works in the initial grades of elementary school with such students.

In the same direction, Joice Emanuele Munhoz Cicilino, Claudia Regina Mosca Giroto and Fabiana Cristina Frigieri de Vitta, in order to analyze on how the teacher training to act in the bilingual education of the deaf in early childhood education and elementary school has been portrayed in the relevant sources of knowledge to the Brazilian academic-scientific scenario, approach **"Teacher training for the bilingual education of the deaf in early childhood education and initial grades of elementary education"** and highlight, in this article, the need for specific teacher training for deaf students from the bilingual perspective, as well as systematization of bilingual educational models for these students.

The article **"Special education policy: considerations on the target audience, teacher training and financing"**, by Eduardo Manzini, presents political and financial implications of PNEEPEI in relation to the target audience of special education and teacher

training. The author highlights the damage to education caused by the reduction of financial investments in the public school, outsourcing Specialized Educational Assistance to non-governmental institutions and expansion of the target audience of Special Education, with consequent need for greater resources, which will contribute even more to the fragility of the public school.

In the article "**Inclusion in higher education by the omniletic lens: a focus on teacher education**", Mônica Pereira dos Santos, Carolina Barreiros de Lima and Maicon Salvino Nunes de Almeida discuss omniletically the teaching formation of higher education for the promotion of the inclusion of people with disabilities in higher education, considering the 10 years of PNEEPEI and the situation of students with disabilities at the Federal University of Rio de Janeiro.

The thematics of the "**Methodology of the service of the specialized educational service in an inclusive perspective in the regular school**" is approached by Mirlene Ferreira Macedo Damázio, with the objective of cooperatively investigating methodologies of the service and of the teaching, trying to unveil the mistakes on the ESA, SRM and Special Education. The author highlights the need to transform the exclusionary school into an inclusive school, based on political-educational attitudes that result in an understanding of the educational inclusion and the place of this special education service in this context.

In the article "**Psychology and education: transdisciplinarity in the construction of the specialized educational service of Caarapó-MS**", Denise Mesquita de Melo Almeida and Léa Géller discuss the participation of psychologists in the trajectory of implantation of the Specialized Educational Assistance of Caarapó - MS, occurred between the years from 2003 to 2017, emphasizing transdisciplinarity as a propeller for pedagogical innovations in partnership with psychologists, with a view to promoting Inclusive Education

In discussing "**The schooling of students with intellectual disabilities under the National Policy on Special Education in the Perspective of Inclusive Education**", Marcela Francis Costa Lima and Marcia Denise PLETSCHE analyze the schooling of students with intellectual disabilities, under the Special Education in the perspective of Inclusive Education and based on the vigotskian presumptions, from which they problematize the multiple dimensions of school inclusion with focus the processes of mediation of the learning of this student, in common classes of teaching, of schools located in Baixada Fluminense / RJ .

The article "**Students with TEA as triggers of formative processes**", by Sandra Cordeiro de Melo and Mylene Cristina Santiago, discusses how students with Autism

Spectrum Disorders (ASD) can trigger changes in the formative processes in regular schools to facilitate the learning of all students using assistive technologies by both Special Education and those who teach in the regular classroom.

In the article "**The inclusion of students with Autistic spectrum disorder in the classroom**", Solange Aparecida de Souza Monteiro and Paulo Rennes Marçal Ribeiro discuss, in a theoretical essay, reflections about the inclusion of the student with ASD, having been the conceptualizing of Inclusive education, with emphasis on legal aspects of the current Brazilian educational policy, up to the barriers to their schooling, whose challenges for overcoming them represent possibilities for other transformations not only of Thoughts, but also of attitudes in society.

In the article "**Students Targeting Special Education in Schools in the Countryside of the Central West Region: analysis of enrollment indicators**", Washington Cesar Shoití Nozu, Aline Maira da Silva and Bruno Carvalho dos Santos analyze the access conditions of public- Target of Special Education (PAEE) in rural schools in the Midwest region, based on official census data from 2007 to 2017, and identify students with intellectual disabilities as those with the highest enrollment rate in the region Midwest.

The articles presented here undoubtedly generate aspects of this complex process that constitutes Special Education in the perspective of inclusive education. There are many gains resulting from the PNEEPEI recommendations, however, their implementation and systematization still require intense and significant investments throughout the country, just as many gaps need to be properly considered. However, updating this Policy needs to be comprehensively analyzed in all respects, in order to avoid setbacks in guaranteeing rights already assured, as well as to promote the inclusion of the diversity of students, which includes the target audience of Special Education, in order to meet their educational demands.

Organizers