

THE TRAJECTORY OF EDUCATION AND THE CREATION OF EDUCATIONAL INCLUSION POLICIES

A TRAJETÓRIA DA EDUCAÇÃO E A CRIAÇÃO DAS POLÍTICAS EDUCACIONAIS DE INCLUSÃO

LA TRAYECTORIA DE LA EDUCACIÓN Y LA CREACIÓN DE POLÍTICAS DE INCLUSIÓN EDUCATIVA

Gabriela Sanchez BENEVIDES¹
Vanderlei Balbino da COSTA²

ABSTRACT: The reflection aims to study about how the rights and conditions established by the educational plans regarding students with disabilities are constituted. Question: how have educational policies contributed to the promotion of the inclusion of individuals with disabilities in the school space? Objectives: To analyze educational policies focusing on special education from an inclusive perspective; to discuss under the educational legislation, the limits and challenges that school inclusion has been facing to become effective, to assess the extent to which educational policies implemented from the 21st century have been able to promote inclusion. The methodological approach used was qualitative research. References used were Brito (2018); Borges (2013); Correia (2006); Costa e Garcia (2020); Ferreira (2006); Mantoan (2011); Matos (2013); Skliar (2006), among others. As considerations, the studies showed us that there is still a lot to be done so that the inclusion of individuals with disabilities can be effective in the school space.

KEYWORDS: Educational policies. Special education. School inclusion.

RESUMO: *A reflexão objetiva pensar como se constitui os direitos e condições estabelecidas pelos planos educacionais no que se refere aos estudantes com deficiência. Questão: como as políticas educacionais vem contribuindo para a promoção da inclusão dos sujeitos com deficiência no espaço escolar? Objetivos: analisar as políticas educacionais com enfoque à educação especial em uma perspectiva inclusiva; discutir à luz da legislação educacional limites e desafios que a inclusão escolar vem encontrando para se efetivar, avaliar até que ponto, as políticas educacionais implementadas a partir do século XXI, vem dando conta de promover à inclusão. A opção metodológica foi pela pesquisa qualitativa. Referenciais utilizados foram, Brito (2018); Borges (2013); Correia (2006); Costa e Garcia (2020); Ferreira (2006); Mantoan (2011); Matos (2013); Skliar (2006), dentre outros. Considerações, nos mostraram que ainda falta muito a ser feito para que à inclusão dos sujeitos com deficiência possa se efetivar no espaço escolar.*

PALAVRAS-CHAVE: Políticas educacionais. Educação especial. Inclusão escolar.

¹ Federal University of Jataí (UFJ), Jataí – GO – Brazil. Academic of the Graduate Program in Education at UFJ. ORCID: <https://orcid.org/0000-0001-5893-3629>. E-mail: gabrielasanchez@ufj.edu.br

² Federal University of Jataí (UFJ), Jataí – GO – Brazil. Advising Professor of the Graduate Program in Education at UFJ. ORCID: <https://orcid.org/0000-0002-1330-747X>. E-mail: vanderleibalbino@ufj.edu.br

RESUMEN: *La reflexión tiene como objetivo pensar cómo se constituyen los derechos y condiciones que establecen los planes educativos con respecto a los estudiantes con discapacidad. Pregunta: ¿Cómo han contribuido las políticas educativas a la promoción de la inclusión de personas con discapacidad en el espacio escolar? Objetivos: analizar las políticas educativas con enfoque en la educación especial desde una perspectiva inclusiva; discutir, a la luz de la legislación educativa, los límites y desafíos que la inclusión escolar viene enfrentando para hacerse efectiva, evaluar en qué medida las políticas educativas implementadas a partir del siglo XXI han logrado promover la inclusión. La opción metodológica fue por la investigación cualitativa. Las referencias utilizadas fueron, Brito (2018); Borges (2013); Cinturón (2006); Costa y García (2020); Ferreira (2006); Mantoan (2011); Matos (2013); Skliar (2006), entre otros. Consideraciones, nos mostró que aún queda mucho por hacer para que la inclusión de sujetos con discapacidad pueda ser efectiva en el espacio escolar.*

PALABRAS CLAVE: *Políticas educativas. Educación especial. Inclusión escolar.*

Initial Notes

Education is flanked by several relevant aspects that need to be highlighted, among them, the fact that it only became mandatory from the 20th century, when the country was in transition from agrarian to industrial. Being offered to the State the objective and the obligation to allow the existence of an education for all and egalitarian, since, before the 20th century, education was destined only to those who could enjoy leisure and dedicate themselves to studies.

It is relevant to consider that during the period of transition of the form of society, education became a means of guaranteeing social ascension, with a value greater than or equal to those who owned land during this period. In the eyes of the legislation, it is discussed about the relevance of the role of the new class that emerged in the midst of agrarian society and the importance of education in this period.

The internal market, created and reinforced by the mining economy, was an important factor in the rise of this middle class (...). This class played an important role in the evolution of politics in monarchical Brazil and in the transformations the regime went through at the end of the century. And if it was able to do so, it was mainly due to the instrument it had to assert itself as a class: school education (ROMANELLI, 2014, p. 37).

Even though education was the responsibility of the State, it took years to achieve a real organization of education that would allow everyone to have access to it. In order to reach the current scenario, education has undergone several adaptations and reforms, thus enabling the creation of educational policies in order to not only maintain the organization of teaching, but also to stand firm on the issue of education as a social right. In view of the above, it is

emphasized that "in Brazil, these reforms were marked by the processes of decentralization and municipalization of education, signaled in the Constitution and effectively accelerated from the mid-1990s [...]" (GLAT; FERREIRA, 2003, p. 4).

It is valid to highlight the role of the State as active and responsible in the elaboration of educational public policies, whose intention is to guarantee access and permanence of all in the school space. In this regard:

The right to education presupposes the active and responsible role of the State both in the formulation of public policies for its realization and in the obligation to offer education with equal possibilities for all. When the State generalizes the offer of elementary schools, it has the power to hold individuals and/or their parents responsible for attendance (ARAÚJO, 2011, p. 287)

As far as the rights to education are concerned, these are ensured by means of legislation, since this aims at the active participation of all citizens as being fundamental for the performance of activities in society. This is verified by pointing out that: "Brazil had a rate of 13.6% of illiterate people in the 15-year-old age group and more than thirty million being considered functionally illiterate, still persisting the need for policies effected responsibly by public agencies" (GLAT; FERREIRA (2003, p. 4).

Our intention in this reflection is to analyze the educational policies aimed at the school inclusion of people with disabilities. To this end, the question that guided this investigation was: how have educational policies been contributing to the promotion of the inclusion of individuals with disabilities in the school space?

In order to answer this question, the objectives were: analyze how the creation of educational policies focusing on special education in an inclusive perspective is constituted; discuss, in the light of educational legislation, the limits and challenges that school inclusion has been facing to become effective; assess to what extent the educational policies implemented from the twenty-first century, are able to promote the inclusion of individuals with disabilities in the school space.

Our methodological option for this investigation was qualitative research, described here as: "qualitative research has the natural environment as its direct source of data and the researcher as its main instrument" (LUDKE; ANDRÉ, 1986, p. 11).

The procedures we used to carry out this investigation were based on bibliographies, documents, resolutions, guidelines, [...], which gave us the theoretical basis for this investigative process.

Reflection on the role of educational policies and their action in common - inclusive – schools

In order to broaden our discussions on educational policies in the common school - inclusive, it is relevant to understand them in their uniqueness. To do so, we need to consider the role that educational policies occupy, when the focus is the schooling process of individuals with disabilities, global developmental disorders, and high abilities/superadaptation in the school space.

Educational policies do not escape public issues, as they are part of a category that encompasses several multiplicities, thus the importance of understanding, at first, what are the public policies, as it is from them that the educational ones are developed. As far as educational policies are concerned, it is pointed out that

If "public policy" is everything that a government does or fails to do, educational public policy is everything that a government does or fails to do in education. However, education is too broad a concept to deal with educational policies. This is to say that education policy is a more specific focus of the treatment of education, which generally applies to school issues. In other words, one can say that educational public policies concern school education (OLIVEIRA, 2010, p. 96).

It is understood, therefore, that public policies refer to the participation of the people in the decisions about issues related to the city and the territory, while educational policies are directly related to education policies and issues concerning the educational system. For this reason, we think it is of fundamental importance to emphasize that the main objective of educational policies is to improve the quality of education. This premise is shared by Borges, Araújo, and Pereira (2013), when they point out that not always the conditions and specificities are considered in the implementations of these policies. Also according to the authors, it is relevant to analyze the historical moment in which a given country is, because it is from this moment that the reasons are developed for the realization of certain projects.

The educational policies, besides having the objective of improving the quality of education, act with the responsibility of offering possibilities of access and permanence in schools, especially in what refers to those who may have some kind of difficulty, be it financial support, deficiency, and disorders. However, as far as we can see, there is still a lack of policies capable of uniformly serving society as a whole, allowing for the possibility of reflecting on how it has developed and its relationship with the current economic system.

In light of the legislation that emphasizes the perverse actions of neoliberalism in education, especially with the outbreak of planetary globalization. In this sense, globalization and capitalism are discussed as important factors existing during its development.

[...] It developed following the development of capitalism itself, and arrived in the era of globalization safeguarding a more reproductive character, given the reduction of resources invested in this system that tends to happen in countries that implement neoliberal adjustments. (OLIVEIRA, 2010, p. 99).

It is relevant to consider the current economic system in Brazil as being capitalist, thus, it is understood that its objectives meet the interests and needs of those with more capital, who aim for more quantity than quality in the services offered, when the focus is on public education. Our criticism of this economic system in Brazil is that it did not aim for social welfare, nor the equal division of income. On the contrary, the focus was on the total development of the country, aiming at its progress in order to become a great power.

The main objective of this state model was not so much the redistribution of income and the provision of social welfare, as was the case in many European countries, but the transition from an eminently agrarian economy to an industrial one. Hence the adoption of the conception that the State would be the great lever of economic and social progress of the country (ARAÚJO, 2011, p. 284).

Thus, with the change in society's mentality, education became a mechanism beyond social ascension, aiming at political participation for the elite classes and preparation for work for the most marginalized classes.

The educational inclusion policies

Inclusive education has developed in the midst of huge historical conflicts and are inherent to capitalist society. This premise stands out when talking about "the right to education of the person with special educational needs is to talk about a historical conflict and inherent to capitalist society, which is the conflict of social exclusion" (MATOS, 2013, p. 37). In this paradigm, social exclusion mentioned by Matos (2013), as well as inclusion can relate to each other under a different look, but not antagonistic.

When discussing the need to implement inclusive policies in the school space, we see the possibility of guaranteeing the subjects with disabilities the promotion of inclusion without excluding and marginalizing. In this way, he reiterates that

The processes of exclusion and inclusion end up being very similar to each other, with inclusion then being a control mechanism that is not the opposite of exclusion, but rather replaces it as a process of social control. Inclusion, in broad terms, and not simply in terms of schooling, can then be thought of as a necessary first step towards the regulation and control of otherness (VEIGA NETO, 2002 apud SKLIAR, 2006, p. 28).

In this context, it is possible to understand how inclusion is not fully developed. Based on this premise, we can observe:

The illusion of an inclusive territory is created, but that, because it is proposed by the same political, cultural, educational etc. system aims to superimpose the integrative idea as part of a control. It is worth pointing out that the same system that promotes inclusion also promotes exclusion, when we designate the concept of normal and different to the subjects, we end up not being able to see the other in his social function, who is also able to build / produce knowledge, so we can not value the other, which results in the (re) production of social division and superiority over the other (SKLIAR, 2006, p. 28)

In this same direction, we need to emphasize the need to respect differences in their singularity, valuing, therefore, the diversity of these subjects that are today a reality in the school space.

[...] to encourage and increase the exercise of otherness is the best way to avoid the exclusion that has been devastating humanity, with increasingly disastrous consequences, because when the different is recognized as part of a whole, it is possible to preserve an integrality (MATOS, 2013, p. 46).

It seems relevant to reflect on the discourse of inclusion based on equal conditions for all, regarding not only the access, but also the permanence within the school. It is known that the discourse is directly related to political issues and that, when the school starts to be seen as a place capable of performing actions in favor of learning, prioritizing and valuing the subject in its individuality, it provides reflections capable of adding possibilities of inclusion projects in the curriculum. Thus, the importance of the school's role in the development of inclusive actions becomes evident.

Dealing with the diversity of the unknown is synonymous with distrust, even accentuating behaviors of discrimination and disqualification of the "other". In this sense, Matos (2013, p. 45), points out that:

With regard to diversity, we have to reflect that, despite its universal character, living with diversity has proved to be a serious problem for the human species. Far from representing richness, it is generally perceived as a serious external threat; a permanent source of distrust, an obstacle to the realization of our projects. The "other" is what we are not. It puts our truth in check, questions our values, relativizes our identity. It is necessary to disqualify it.

Discussing inclusive actions in the current context takes us back to intense debates in schools and other public sectors, since it is in these spaces that we propose that all people, regardless of whether they are or have disabilities, need to be included.

In the scope of educational inclusion policies, it is known that this process did not happen quickly. To exemplify, from 1960 to 1990, in the 20th century, we lived through the evil process of integration, a period in which people with disabilities had to adapt in order to stay in the system, and neither the system, the schools, nor the teachers were to blame for their failure.

Based on the inclusive educational policies of the United States and Europe, Latin countries, among them, Brazil, started implementation processes to promote school inclusion. In view of the above:

The historical development of special education in Brazil begins in the 19th century, when services dedicated to this segment of our population, inspired by North American and European experiences, were brought by some Brazilians who were willing to organize and implement isolated and private actions to serve people with physical, mental and sensory disabilities. These initiatives were not integrated to the public education policies and it took about a century for special education to become a component of our educational system. In fact, in the early 1960s, this type of education was officially established, with the name "education of the exceptional" (MANTOAN, 2011, s/p.).

It seems understandable to us how recent the discussions are, since it is known that educational policies aimed at inclusion have recently come to the forefront, and it is important to emphasize that, for the most part, the subjects in question were kept away from regular public education, being present only in specialized schools.

Special education appeared as a priority area in the sectorial plans of education, after the Constitutional Amendment of 1978 and Law no. 5.692/71, of 1st and 2nd grade reform, and was contemplated with the edition of norms and political plans of national scope: the definitions of the Federal Education Council on the school education of the exceptional, the resolutions of the State Education Councils on guidelines for special education, the creation of sectors of special education in the school system, the creation of specialized careers in special education in school education (teachers of the exceptional) and also the field of rehabilitation (the constitution of rehabilitation/special education teams) (FERREIRA, 2006, p. 87).

It is important to highlight the fact that special education, for many years, was restricted only to specialized and private institutions; when existing in the public network, they resulted

in school failure, because it was difficult to maintain the level of monitoring. This premise is criticized, when denouncing that:

In relation to special education, which took place between 1960 and 1990, **school integration** was consolidated, which foresaw that in this model it is the students who should adapt to the educational system, and not the system to them. In this period, students with disabilities went to regular schools, but studied in separate rooms (individualized rooms by disability). (BRITO; NASCIMENTO; COSTA, 2018, p. 16, emphasis added);

During 1992, there was a change in the Special Education scenario, because the Ministry of Education and Sports (MEC) established Special Education as a Secretariat (SEESP), which made possible the existence of special attention to those with specificities, organizing teaching both in educational attendance policies and in actions related to the theme.

The reform in the administrative structure of the Ministry of Education and Sports (MEC), carried out in 1992, put the Special Education department back in the position of Secretary, just like the fundamental, middle, and higher education departments. This political-administrative decision has meanings that go beyond the administrative sphere. It indicates the value that the current top management of MEC gives to educational services for people with special educational needs. As a Secretariat, the federal administration for Special Education established an organizational space both to propose the policy of educational care and to technically and financially support the Federated Units (UF) in their actions in the area (CARVALHO, 1993, p. 94).

Historically, we must point out that in 2003 the World Bank and the Secretary of Education of the City of Rio de Janeiro promoted the workshop "Inclusive Education in Brazil - Current Diagnosis and Challenges for the Future", which allowed the participation of several representatives of the education system (municipal, state, and federal), as well as specific organizations working in defense of the area. We need to emphasize that this workshop allowed an analysis of education as an inclusive practice to be carried out from the social point of view. The data obtained were based on income distribution as a highly relevant factor for human development to be compromised.

From the point of view of inclusive educational policies, Glat and Ferreira (2003), point out that the poor distribution of income reflects in the little development of the country, which compromises the conditions of expansions in the scope of inclusion, assistance, health and education, reflecting clearly in the services of specialized care.

Another aspect analyzed by the authors is the low number of enrollments and even the lack of service about Special Education in the year 2003.

Nor do we yet enjoy an inclusive school, if we consider the various levels and modes of education. Alongside a very significant expansion of access to schooling from ages seven to 14, we see, in the diagnosis of the 2001 National Education Plan, that about 40% of Brazilian municipalities had no Special Education services at all by the end of the 1990s. In 2002, only 3,612 municipalities (65% of the total of 5,560 municipalities in Brazil) registered students with special needs (GLAT; FERREIRA, 2003, p. 03).

When reflecting on a school in an inclusive perspective, it is of utmost importance to analyze not only about disabilities. The discussions can and should be carried forward in the sense that, when thinking about an inclusive school, we must pay attention to the fact that there are not only the disorders, disabilities and syndromes that manifest themselves visibly, but that there are also other commitments that require attitude from the school and teachers, because they compromise skills and the development of students in an invisible way. By creating actions that promote these discussions, it is possible to develop collaborative work involving regular and special education teachers, enabling pedagogical actions to be planned together for the inclusion process of the subjects in question.

Regarding educational policies, Glat and Ferreira (2003) state that there were three references that marked the documents related to Special Education, namely: the Laws of Directives and Bases of National Education (LDB, 1996); the National Education Plan (BRAZIL, 2001a); and the National Guidelines for Special Education in Basic Education (BRAZIL, 2001b). We must emphasize that the 1996 LDB was an extremely important milestone for the advancement of special education, due to the fact that its discourse was based on the Salamanca Declaration, which focused on putting into practice the discourse of "education for all", in addition to planning specificities for this population.

Thus, the LDB of 1996 represents a breakthrough for Special Education, considering that it presents a specific chapter for this population and, above all, their schooling in the regular public education network. In this sense, the State becomes responsible for defining public policies for this matter, as well as for equal opportunities and specialized monitoring to those who need it (HEREDERO, 2010, p. 194)

In the eyes of the legislation, special education and inclusion are also discussed as factors with common goals, agreeing with the idea of regular education, but with the need for specialized care as of utmost importance to the development of the learner.

Special education and inclusion are, therefore, two sides of the same coin, both walking side by side, not only to ensure the fundamental rights of students with permanent SEN, but also to facilitate learning that will one day lead them to a harmonious, productive and independent social insertion. From this

perspective, it is good to realize that, although I intend to see, whenever possible, students with permanent SEN in regular classes, with appropriate supports, I am in no way averse to the idea that sometimes, I stress sometimes, they cannot receive appropriate and effective educational services outside that same regular class (CORREIA, 2006, p. 246-247)

If we turn our attention to the State Plan of Education of the State of Goiás (PEE-GO), special education should be offered preferentially in the regular network and, when necessary, offer specialized services.

According to the provisions of the LDB (Law No. 9.394/1996), Special Education should preferably be offered in the regular school system, with, when necessary, specialized support services (Art. 58), and should be an integral part of the pedagogical proposal of the regular school, in order to promote school care and specialized educational care complementary or supplementary, to students with disabilities, with global development disorders, with high abilities or giftedness (BRAZIL, 2015, p. 79)

When referring to the state of Goiás, in 2015, the State Education Plan carried out a census with the number of students with disabilities enrolled in special schools, special classes and in regular schools in the year 2014, being relevant to consider the number of twenty-five thousand, two hundred and twenty students enrolled, in total, during this period.

Chart 1 – Number of students with disabilities enrolled in 2014 in Brazil

Number of students enrolled - Special Education					
System	Childhood education	Elementary	High School	Professional Education (technical)	YAE
State	-	5.877	2.713	01	284
Federal	-	06	13	06	06
Municipal	1.036	12.898	04	-	759
Private	305	1.223	165	55	107
Total	1341	20.004	2895	62	1.106

Source: National Plan for Special Education in 2014 for students with disabilities enrolled in Goiás

Regarding Brazil, it is worth noting that the number of students with disabilities enrolled in the year 2014 reached about 700 thousand and during the year 2018 reached 1.18 million more than the year 2014 only in High School, according to data taken from the INEP (National Institute of Educational Studies and Research) portal. Thus, it is considered, with the PNEE, in the year 2014, a positive percentage above the national average, which allows, in a way, to realize that public policies for education perform their role, even if not reaching efficiency in its entirety.

In view of the graph presented, a relevant aspect to be considered, regarding education policies aimed at special education, is the existence of a possible difficulty in the adequacy of

professionals to the pedagogical model aimed at special education, which may generate insecurity for teachers in the performance of their work. Although the documents offer the insertion of these students in regular education, the professionals may not always be adequately prepared to assist them, leading to the generation of other problems, such as the determination of wrong reports, the conflicting relationship between parents/teacher/student, and even school dropout.

The specialized literature shows us that most of the training of education professionals is based on traditional methods, which do not always take into account the needs of special education, which, when thought along these lines, opens little room for combining practices and objectives with the intention of merging them. Thus, there is, in fact, no inclusion.

Until recently, the function of the school institution was basically to transmit knowledge. Systematized, organized knowledge and, if possible, prioritizing the reading of subjects based on Cartesian categories. Today, post-modernity puts this vision in check and states that it is necessary to tolerate differences, to learn to live with the new and with disorder, because all development is made up of moments of confusion and misunderstanding, which need to be endured. It is from this unbalance that growth is achieved (MATOS, 2013, p. 53)

In the eyes of the literature that emphasizes this issue, Mello, Ho, Dias and Andrade (2013) state that they believe in the importance of special education allying itself with well-defined goals capable of providing true inclusion and dissertate about the difficulties encountered, proposing new views on the problem. The aforementioned authors also point out that another problem is the difficulty of interaction and collaboration in cases of inclusion in regular schools, either because of the lack of dialogue with teachers, or because of the unpreparedness and lack of motivation of these professionals.

In this sense, it is possible to reflect on the organizational profile of schools, how they feel intimidated and the professionals insecure in their practice with all the changes generated by inclusion, since its base suffers paradigm shifts, making room for others to emerge.

It is as if this space was suddenly invaded and all its domains taken by assault. The school feels threatened by everything it created to protect itself from the life that exists beyond its walls and walls - new knowledge, new students, other ways to solve problems, to evaluate learning, demand "arts of doing", which, as Certeau (1994) would tell us, challenge it and transgress its current educational project (MANTOAN, 2003, p. 3).

In our conception, we think that an interesting measure to be considered is for schools to offer support in the development of changes in school education, transforming what teachers

bring with them as knowledge, seeking to give them new competencies. In this sense, about the fact that education needs new challenges, something that will change the current perspective on how to teach, so that it can develop a better quality of education, it is stated that

One of the biggest barriers to changing education is the absence of challenges, or rather the neutralization of all the imbalances that they can cause in our old way of teaching. And, incredible as it may seem, this neutralization comes from the very educational system that proposes to change itself, that is investing in innovation, in education reforms to improve its quality (MANTOAN, 2003, p. 27).

We think it is of the utmost importance to point out that these practices should be aligned with the school's goals of truly including everyone. However, when the ways of acting within the school through teaching practices are put into "check", sometimes we realize that the comfortableness remains, which, under a new point of view/look, should not be a good practice. When we broaden our worldviews, being able to see the challenges as a way to evolve our society, it is possible to develop a school in which the practices and goals are related to each other and result in positive aspects.

Much has been said about inclusion before, because it is understood that the act of including includes the acquisition of rights so that we can promote, in the school space, social representativeness, which is of utmost relevance to have active citizens, collaborating with the development of society, regardless of their physical condition.

The central issue is the achievement of a quality school education for all children and young people, able to ensure their permanence in school and appropriation/production of knowledge, aiming to enable their participation in society (SOUSA; PRIETO, 2007, p. 124).

Based on the legislation, we need to point out that the 1988 Federal Constitution guarantees everyone the right to education. However, it is necessary that the institutions offer support so that this education includes all the subjects involved, among them, the students with specific needs. Based on this premise, it is stated that

The guiding principle is the belief in the possibility of human being development, treating individual differences as conditioning factors in the schooling process that need to be considered when one has the commitment of education for all. In other words, it is the commitment to provide a quality education, as a right of the population, which imposes on school systems the organization of a diversity of educational resources (SOUSA; PRIETO, 2007, p. 124).

Another document we consider of utmost relevance for the promotion of school inclusion was the publication of the Salamanca Declaration in 1994. This is verified in the following writings:

The Salamanca Declaration is considered one of the main world documents aimed at social inclusion, alongside the Convention on the Rights of Children and Adolescents, (1988) and the 1990 World Declaration on Education for All. It is the result of a worldwide trend that has consolidated inclusive education, and whose origin has been attributed to the human rights and deinstitutionalization movements that emerged in the 1960s and 1970s (MENEZES; SANTOS, 2001, s/p).

In the 21st century, we are going through several changes when the perspective is school inclusion for all people. The school today is open to diversity, of course, the laws require it to be so. In this paradigm, we think that our greatest challenge is to promote a school that can effectively open itself to the diversity of our students. In this direction, Mantoan (2006) points out that

Cultural, social, ethnic, religious, gender differences, in short, human diversity is being increasingly unveiled and highlighted and is an essential condition to understand how we learn, and how we perceive the world and ourselves. The educational model already shows signs of exhaustion and, in the void of ideas that accompanies the paradigmatic crisis, the opportune moment for transformations appears. (MANTOAN, 2006, p. 189).

According to this author's conception, the fact that the educational model does not pay attention to the new needs that aim to generate new proposals for the school and transformations in the field of teaching, hinders not only the learning process, but also creates barriers between differences, thus failing to perceive the existing world around us.

In the scope of declarations, in 1999 there was the Guatemala Convention. Ratified in 2001 by Brazil, it dealt with discrimination against people with special needs, consolidated by decree 3.956/2001 Art. 1.

Art. 1 The Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities, attached by copy to this Decree, will be executed and complied with as fully as it contains it (GUATEMALA, 2001, s/p).

Thus, we must point out that the implementation of this decree is relevant, since it expanded and guaranteed measures to eliminate discrimination. In view of the above, it is stated that

This document, which still used the term "disabled", stated that the States Parties should undertake to take the legislative, social, educational, labor, or other measures necessary to eliminate discrimination against people "with disabilities" and provide their full "integration" into society (BARBOSA; FIALHO; MACHADO; 2018, p. 611).

Within the scope of the construction of public policies for PcD. There were, also, the Brazilian movements that contributed in a very organized way in the acquisition of rights with regard to school and culture. This is verified in the writings of Sousa and Prieto (2007, p. 127), when they emphasize: "[...] the organization of these movements is illustrative of the struggles that have been fought for the recognition and fulfillment of the rights of this population, among them the right to education, which is evidenced in the current legislation."

An interesting aspect to be thought about the educational legislation are the changes, which propose that the inclusion process can occur in all spaces. In this sense, we highlight the Law 13.146/2015, in its article 27 when it defends that:

Education constitutes the right of the person with disabilities, assured inclusive educational system at all levels and learning throughout life, in order to achieve the maximum possible development of their talents and physical, sensory, intellectual and social abilities, according to their characteristics, interests and learning needs (Law 13.146/BRAZIL, 2015).

Regarding the 1988 Federal Constitution, as the first movement towards special education was dated in this period, as seen in previous discussions, students with special educational needs were placed in specialized centers, excluded from regular education and automatically from society. Thus, it is extremely important to consider the various advances, since, historically, these subjects were completely ignored and, now, their struggles have been recognized.

Final notes

Our considerations about inclusive education policies, expressed here, are not final or conclusive. They reflect the opinions of researchers who live with the school inclusion of people with disabilities, global developmental disorders, and high abilities/super ability in the school space.

Throughout this work, we reached an understanding of several themes that are part of the educational scenario when the focus is on school inclusion of students with disabilities. In this sense, to understand how education is constituted in all dimensions, specifically regarding educational policies aimed at the inclusion of the different in the several educational spaces, we

observed the strong need to understand that to mediate knowledge in an inclusive perspective means to leverage to the inside of the school all subjects, regardless of whether they are or have disabilities.

In the course of these reflections, we think it is necessary to reflect on the role of schools in breaking paradigms and barriers. For that to be possible, Heredero (2010) emphasizes the PPP (Political Pedagogical Plan), which must pay attention to the creation of a planning that meets all the diversity present in the school environment, capable of contributing to the development of opinion-makers.

Planning the attention to students with disabilities within the inclusive school necessarily involves considering a school for all, in practice and in everyday life. The first action will be to describe in the Political Pedagogical Project, as a mark of identity, the desire to make the attention to diversity a way of working of the school that meets their special educational needs (HEREDERO, 2010, p. 194).

In these reflections, we think it is necessary to point out that the school, today, open to diversity is able to meet the differences and their multiple characteristics, so that the environment that will be attended by these students can collaborate adding positive experiences, after all, we learn more from the differences than properly said with the "homogeneity".

While writing this article, it was possible to realize that education will undergo constant transformations. Transformations that were able to aggregate those subjects that were previously marginalized, including by education, since they were not part of the educational projects. However, we understand that more advances are still needed for there to be an efficient and lasting inclusion.

In the course of this analysis, it was possible to see that inclusive public policies, whose purposes are the school inclusion of all people, are relevant when considering their importance in the direction of a society that, in the Freirian perspective, needs to be "liberating, human and humanizing".

Throughout this trajectory, we think that it is of the utmost importance to build schools that are able to leverage the inclusion of different subjects. When we have schools capable of developing innovative proposals and projects towards the inclusion of differences, surely this institution will be able to give (re)meaning not only to the inclusion of those who seek it, but also to the transformation of society through educational practices, focused on differences, in and for diversity.

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