

Public policies for special and inclusive education: Challenges of teacher training for specialized educational services

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INTRODUCTION

Throughout history, education has always been dominated by paradigms that, in some way, have contributed to the exclusion and marginalization of subjects who do not fit into the standards considered normal for society.

From the last decade of the twentieth century, new conceptions emerged that triggered discussions about the inclusion, access and permanence of students with disabilities in schools. However, it can be seen that the principles of inclusion are often still not achieved when we analyze in practice the school routine and society as a whole.

From this perspective, it is important to analyze which public policies deal with the inclusion of the student who is the target audience of special education and what are the relations with the teacher training of the teacher of the Specialized Educational Service (AEE). For Gomes (2012), the 1970s were a decisive time for the formulation of a Special Education policy with the creation of the National Center for Special Education, which focused on teacher training on educational care for special education students. However, there were no great advances made by the National Center for Special Education in relation to the guidelines for Specialized Educational Service, but there were some specific guidelines carried out by the education departments of some states (Mendes, 2010; Gomes, 2012; Kassar, 2011).

With the creation of the National Policy on Special Education in the Perspective of Inclusive Education (PNEEPI), in 2008 the SES is presented as a complementary service that seeks to meet the specific needs of students with disabilities and establish the pedagogical work of specialized teachers. According to Resolution No. 4 of 2009, the teacher working in this service must:

- I - Identify, elaborate, produce and organize services, pedagogical resources, accessibility and strategies considering the specific needs of students who are the target audience of Special Education;
- II - Prepare and execute the Specialized Educational Service plan, evaluating the functionality and applicability of pedagogical and accessibility resources;
- III - Provide guidance to teachers and families on the pedagogical and accessibility resources used by the student. (BRASIL, 2009, p. 3).

The guiding documents regulate and specify the work with specialized educational services and the necessary training for professional performance, both for the so-called specialized teachers and for those



who work in regular classrooms. However, the work of SEA teachers is challenging, as often the training offered is not enough to deal with all the specificities of each student.

In this sense, the present study seeks to understand how the work with specialized educational services is specified in current public policies and what are the challenges faced by these professionals in their practice.

MATERIALS AND METHODS

In order to analyze public policies related to inclusion, it is necessary to understand that political documents are not elaborated in a neutral way, but based on the interests of political groups that are often at the service of capital.

In this sense, it is intended to carry out a critical analysis of special and inclusive education policies, especially in relation to the teaching work in specialized educational care. A descriptive study will be carried out with bibliographic and documentary research procedures.

As a methodological procedure, an investigation with historical materials is fundamental (Thompson, 1981), since in the current historical and social conditions the process of inclusion of people with disabilities does not present guarantees, because as Oliveira (1999, p. 55) states, "even when it tries to integrate (include) capitalist society, it excludes."

Thus, the document analysis will be carried out from the study of the National Policy on Special Education in the Perspective of Inclusive Education (2008), mainly with regard to the offer of SES and the directions related to teacher training for special education and how the documents have ensured the school inclusion of students who are the target audience of special education in regular schools. The bibliographic research will be based on the studies carried out by the authors Mendes (2010), Kassab (2011) and Vaz (2013) that allow us to understand the public policies and normative documents on Special Education and Specialized Educational Service.

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RESULTS

The school inclusion of students with disabilities has proven to be a challenge for both education systems and teachers. Throughout history, there has been a model of education that marginalizes and excludes everything that is seen as different, so it is extremely important that there are public policies that guarantee the access and permanence of students with disabilities in regular school.

In order to experience the process of school inclusion of people with disabilities, it is essential that we adopt a critical stance, because although there are normative documents that deal with the subject, in practice we know that there are several challenges faced by education professionals and students who are the target audience of special education.

The specialized educational service established by Decree 7.611/2011 and by the National Policy on Special Education in the Perspective of Inclusive Education (2008) suggests the provision of educational services that complement or complement the work developed in regular classes. The work should be developed in the after-school hours in Multifunctional Resource Rooms through the use of adapted materials and assistive technologies (Brasil, 2010).

According to the National Policy on Special Education, with regard to the initial training of SEA professionals, teachers must have "general knowledge for the exercise of teaching and specific knowledge of the area" (Brasil, 2008, p. 17).

In addition to working with the students in the after-school hours, it is also the role of the teacher of the

AEE develop materials that can be used in regular classes. For Vaz (2013), multifunctionality should also be expressed in the actions of this professional, however, in order for this teacher to be trained for this multifunctionality, he needs a training policy that implements these attributions.

Therefore, the teacher's performance in the Specialized Educational Service should aim at the mobilization of elements to deal with the multiple, dynamic and complex daily school context (Stasczak; Santana, 2019. p. 9)



The National Policy on Special Education in the Perspective of Inclusive Education (2008) is the reference document for the processing and implementation of inclusive and quality education, but the work of the SEA teacher in practice faces several challenges. Many teachers do not receive adequate training to deal with students with special educational needs. Lack of training can hinder the adaptation of teaching and the implementation of inclusive pedagogical practices.

CNE/CEB Resolution No. 2/2001, which implemented the National Guidelines for Special Education in Basic Education, emphasizes the need to provide access and assistance to students with disabilities in all modalities of education. It also points out that it is the school's responsibility to seek actions aimed at fully serving this public. (Brazil, 2001).

Ensuring individualized care, considering the specific needs of each student, is also a challenge, since personalized care requires a greater relationship between the student and the teacher, who must be able to adapt the school curriculum to meet the needs of students with disabilities.

The discourse of education for all is a very subjective process, being supported today by public policies of access and permanence of all students in school, it is known that the teaching work is an important driver of the integral development of the student with disabilities, in this sense the continuing education of the professional working in the SEA should be considered by governments and official documents so that we increasingly have critical teachers and capable of reflect on their own practice and commit to an education that is truly inclusive.

FINAL THOUGHTS

It is understood that in Brazil public policies aimed at people with disabilities have undergone significant advances in recent years, especially in relation to ensuring access to regular schools, however it is noticeable that there is a long way to go in the sense that the rights of students with disabilities are in fact guaranteed and access to meaningful learning occurs in a truly inclusive way.

The SES is an important service that should contribute to the training and autonomy of students in a promising and progressive way, but it is known that there are obstacles to the training of professionals who work in this service.

The present work brought a reflection on the non-neutrality of public policies for special education, which often do not contemplate the real needs of the student who is the target audience of special education and, although it regulates the Specialized Educational Service, do not bring great contributions in practice regarding the training and improvement of this professional.

Keywords: Public inclusion policies, Specialized educational service, Teacher training



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