

## **Public policies for regional development in special education: An integrated approach based on the Special Education Policy (PEE)**

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### **ABSTRACT**

The promotion of inclusive education is crucial to ensure equal opportunities and full access for all, regardless of their differences. In the social context, inclusion is essential to build a fairer and more egalitarian society, where diversity is valued as an enriching element. Despite the persistent challenges, public policies, such as the National Education Plan, establish important goals for the universalization of access to basic education. However, it is necessary to combat discrimination and exclusion in all spheres by promoting policies and actions that guarantee equal opportunities. In the educational field, inclusion is not only limited to the adaptation of physical structures, but also requires the implementation of inclusive pedagogical methodologies. In addition, in the workplace, inclusion is crucial to creating diverse and innovative teams. It is critical to involve families, health professionals and specialists to ensure comprehensive support for each individual, as well as appropriate policies and legislation to ensure equal opportunities for all students.

**Keywords:** Inclusive education, Equality, Public policies.

### **INTRODUCTION**

Inclusive education is key to promoting inclusion and equal opportunities (DO ESPIRITO SANTO & DE BARROS LOBO, 2023). In this way, it becomes a topic of extreme relevance in contemporary society. (DO ESPIRITO SANTO & DE BARROS LOBO, 2023). Thus, inclusion can be understood as the process of ensuring equal opportunities, access, and full participation for all, regardless of their differences, whether they are gender, race, ethnicity, sexual orientation, disability, or any other characteristic (DO ESPIRITO SANTO & DE BARROS LOBO, 2023).

In the social context, inclusion is fundamental for building a fairer and more egalitarian society (CRUVINEL, 2023). When everyone has access to the same rights, resources, and opportunities, society as a whole benefits (CRUVINEL, 2023). Diversity is not only recognized, but valued as an enriching element of culture, the work environment, and community coexistence (CRUVINEL, 2023).

In Brazil, public policies play a crucial role in this context, as established in the National Education Plan (PNE) approved in 2014, which establishes as a goal the universalization of access to basic

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education for the population with disabilities, global developmental disorders and high abilities/giftedness, with the guarantee of conditions of access, permanence, participation and learning (INGLAT, 2023).

However, inclusion still faces many challenges (SANTOS, 2021). Discrimination and exclusion persist in various spheres of society, becoming obstacles to the full inclusion of marginalized groups (SANTOS, 2021). A continuous effort is needed to combat prejudices, stereotypes, and discriminatory practices, promoting policies and actions that ensure equal opportunities for all (SANTOS, 2021).

In the educational field, inclusion is a crucial theme (DE MELO & LEAL, 2023). Ensuring that all children and young people have access to quality education, regardless of their differences, is essential to building a fairer society that is prepared to deal with diversity (DE MELO & LEAL, 2023). This involves not only the adaptation of physical structures for accessibility, but also the implementation of inclusive pedagogical methodologies, which value different forms of learning and promote the participation of all students (DE MELO & LEAL, 2023).

In addition, in the workplace, inclusion is a determining factor for building planned and innovative teams (DE MELO & LEAL, 2023). Companies and organizations that value diversity and foster an inclusive environment tend to be more creative, productive, and successful (DE MELO & LEAL, 2023). Inclusion is not just about meeting quotas, but about creating a welcoming and respectful environment where each individual feels valued and able to contribute to their full potential (DE MELO & LEAL, 2023).

However, it is important to highlight that Special Education goes beyond the school environment and the job market, there must be involvement and partnerships with families, health professionals, therapists and other specialists to ensure comprehensive and personalized support for each individual (SILVA, 2019). In addition, inclusive policies and appropriate legislation are key to ensuring that all students have equal opportunities (SILVA, 2019).

## **OBJECTIVE**

Explore the impact of policies (inclusion in mainstream schools, teacher training, adequate resources and infrastructure, inclusive evaluation, among others) in promoting regional development. Using the scientometrics methodology, which consists of an area of study that uses quantitative methods to analyze scientific production and the activity of scientists, it seeks to understand how public policies affect special education in different regions, identifying challenges, opportunities and recommendations for improvement.



## **METHODOLOGY**

According to PROETTI (2018), quantitative and qualitative methods are not mutually exclusive; On the contrary, they complement each other, collaborating to understand and measure the logical and essential aspects of a fact or phenomenon under investigation.

The methodology used in this study included scientometrics, bibliographic research, available literature and relevant publications on the Scopus, Web of Science and Google Scholar platforms. The search focused on exploring the Public Policies for Regional Development in Special Education, examining the correlation between the keywords: "Special Education, Inclusion, Basic Guidelines Laws (LDB), National Education Plan (PNE) and Human Rights". This process of quantitative research in databases contributed to the in-depth understanding of the connections between the topics addressed, enriching the analysis of the impact of these policies.

Thus, it is understood that quantitative research plays a fundamental role in the academic environment, offering a systematic and structured approach to the collection and analysis of numerical data (PROETTI, 2018). By employing statistical methods and sampling techniques, this methodology seeks to identify patterns, relationships, and trends on large scales, providing a more objective and general understanding of the phenomena studied (PROETTI, 2018).

Thus, its importance lies in its ability to provide measurable and replicable results, contributing to the validity and reliability of scientific findings (PROETTI, 2018). Quantitative research is especially valuable in policymaking, decision-making, and the advancement of knowledge in diverse academic disciplines, providing a solid foundation for theoretical and practical construction (PROETTI, 2018).

## **DEVELOPMENT**

### **THE NATIONAL EDUCATION PLAN (PNE)**

The National Education Plan (PNE) represents a crucial instrument for improving the quality of education in Brazil (SAVIANI, 2021). Established by law, the PNE establishes goals and strategies for education over a ten-year horizon, guiding public policies and promoting articulation between the different educational levels and modalities (SAVIANI, 2021). The current PNE, approved in 2014, is valid until 2024. It consists of 20 goals, which cover all levels and modalities of education, from early childhood education to graduate studies (SAVIANI, 2021).

The PNE addresses fundamental issues, such as valuing education professionals and improving working conditions in schools (DAS GRAÇAS PEREIRA & RAMALHO, 2021). Acknowledging the importance of educators and providing a favorable environment for teaching are crucial aspects for achieving the goals established by the plan (DAS GRAÇA PEREIRA & RAMALHO, 2021). Therefore, achieving the implementation of public policies that promote the appreciation of education professionals



and the improvement of working conditions in schools is essential to achieve the goals established by the PNE (DAS GRAÇAS PEREIRA & RAMALHO, 2021).

The implementation of the PNE requires a continuous commitment to the adequate allocation of resources for education (OLIVEIRA & OLIVEIRA, 2019). Ensuring sufficient investments and their strategic allocation are determining factors for the success of the initiatives proposed in the plan, promoting a real impact on the quality and equity of the Brazilian education system (OLIVEIRA & OLIVEIRA, 2019). The implementation of the PNE is a challenge, but it is a worthwhile one. Quality education is essential for the development of Brazil and for the construction of a fairer and more egalitarian society (OLIVEIRA & OLIVEIRA, 2019).

The National Education Plan (PNE) plays a crucial role in guiding educational guidelines in Brazil. Its theoretical foundation encompasses a variety of concepts, including:

Human Rights and Education, which emphasizes the importance of equal opportunities and repudiates any form of discrimination. Inclusion and Equity are other pillars, prioritizing access to quality education for all, with the elimination of obstacles. Sustainable Development, a central point in the theoretical framework, aims at equitable and lasting growth, reflected in the goals stipulated by the PNE. Recognizing the interconnection between Economy and Education, the PNE recognizes investment in education as vital for the country's economic development (OLIVEIRA & OLIVEIRA, 2019), (SAVIANI, 2021).

Social Participation is highlighted, highlighting the active involvement of civil society in the definition and monitoring of educational policies, thus strengthening the effective implementation of the PNE (LIMA, 2021). The PNE is dynamic, adapting to the constantly evolving needs of Brazilian education (LIMA, 2021).

## THE NATIONAL EDUCATION PLAN AND HUMAN RIGHTS

The National Education Plan (PNE) and Human Rights maintain an intrinsic relationship, as the PNE seeks to promote inclusive and quality education for all Brazilian citizens (MELO, MENDONÇA & CARDOSO, 2023). Human Rights, in turn, are based on the premise of equality, non-discrimination, and equitable access to opportunities (MELO, MENDONÇA & CARDOSO, 2023). In the context of the PNE, this approach is reflected in the commitment to ensure the universalization of education, respecting diversity and meeting the specific needs of historically marginalized groups (MELO, MENDONÇA & CARDOSO, 2023).

It establishes goals that aim to ensure the full exercise of the right to education, thus aligning with the fundamental principles of Human Rights (SECCHI, NUNES & DE CHAVES, 2023). By prioritizing inclusion, equity, and social participation, the PNE not only promotes the improvement of the education



system, but also contributes to the construction of a fairer society that respects the fundamental rights of all its members (SECCHI, NUNES & DE CHAVES, 2023).

The discussion about Human Rights emerged as a result of the devastating consequences of the Second World War (1939-1945), notably the Holocaust and the use of weapons. According to Méndez (2004, p.07), "the theoretical evolution of these rights has been characterized by a remarkable global consensus, based on international condemnation of the inhumane project of large-scale extermination of a community." This reality culminated in the drafting of the Universal Declaration of Human Rights by the newly created UN on December 10, 1948.

Adopting the historical prism, it should be noted that the 1948 Declaration extraordinarily innovated the grammar of human rights, by introducing the so-called contemporary conception of human rights, marked by universality. (PIOVESAN, 2005, p. 44)

The comprehensiveness of rights, as emphasized by PIOVESAN (2005, p.44), is manifested in the conception of the human person's condition as "the exclusive prerogative for the possession of rights, considering the human being as inherently moral, endowed with an existential singularity and dignity".

Article 1 – All people are born free and equal in dignity and rights. They are endowed with reason and conscience and must act among themselves in a spirit of brotherhood.

All persons may enjoy all the rights and freedoms set forth in this Declaration, without distinction of any kind, especially as to race, color, sex, language, political or other opinion, national or social origin, property, birth or other status.

Art.19 Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers (UN, 1948).

The collective understanding of these rights and freedoms is fundamental for the effective realization of this commitment (SECCHI, NUNES & DE CHAVES, 2023). The guarantee of freedom of expression, freedom of belief, and the right to live free from fear and need have been proclaimed as the noblest aspirations of ordinary human beings (SECCHI, NUNES & DE CHAVES, 2023).

Thus, it is stated that:

"The various systems of human rights protection interact for the benefit of protected individuals. By adopting the value of the primacy of the human person, these systems complement each other, adding to the national system of protection in order to provide the greatest possible effectiveness in the protection and promotion of fundamental rights" (PIOVESAN, 2005, p. 45).

However, the universalization of rights, as pointed out by PIOVESAN (2005, p. 45), proves to be insufficient when portraying the individual in a generic way, disregarding his peculiarities. In this sense, it is imperative to implement policies that meet social demands, aiming to promote equal rights.

Only through an approach that recognizes and contemplates the specific characteristics of each subject is it possible to achieve true social justice, as highlighted by PIOVESAN (2005). Thus, by



considering the diversity and uniqueness of each individual, social policies can play a more effective role in building a truly equitable and inclusive society.

## THE NATIONAL EDUCATION PLAN AND INCLUSIVE EDUCATION

The National Education Plan (PNE) in Brazil plays a key role in promoting inclusive education, seeking to ensure access to and permanence in school for all people, regardless of their individual characteristics (PIMENTEL & RIBEIRO, 2021). The conditions for the implementation of this principle include the creation of educational environments that are accessible to all, providing the necessary resources and adaptations to meet the specific needs of students with disabilities, pervasive developmental disorders, and high abilities (PIMENTEL & RIBEIRO, 2021).

The relationship between the PNE and inclusive education stands out for the need to overcome historical and structural barriers that prevent the full development of students with specific needs (PIMENTEL & RIBEIRO, 2021). This includes the promotion of differentiated pedagogical practices, the use of assistive technologies, and the guarantee of accessibility in all educational spaces (PIMENTEL & RIBEIRO, 2021).

Thus, state responsibility in promoting equality and protecting individual rights is an essential pillar for strengthening the foundations of a society that truly seeks equity (CASTRO, DE LIMA CARDOSO & FERREIRA, 2020). Education as a social process is extremely dynamic, permeating all human life, and is by no means the sole function of school institutions, but it also re/produces cultural patterns, transmitted by the family and society (CASTRO, DE LIMA CARDOSO & FERREIRA, 2020).

However, in this context, the school can be considered as a setting to which pre-incorporated modes and values transition and reinforce the very existence of the school environment, a relationship that is provided for in the LDB, created in 1996, which brings in its 1st article:

Education encompasses the formative processes that take place in family life, in human coexistence, at work, in teaching and research institutions, in social movements and civil society organizations, and in cultural manifestations. (BRASIL, 1996, p.01)

As highlighted by OLIVEIRA (2010, p. 63), the educational process, especially in the school context, emerges as a fertile ground for debates and disputes. In this context, the school can play the essential role of being the necessary vector to overcome the conception of education based on a mechanized behavior, often associated with the pressure of the entrance exam.

The PNE also reinforces the commitment to the rights of people with specific needs, ensuring that these individuals have access to quality education that respects their singularities and promotes integral development (OLIVEIRA, 2010). Inclusion is not only about placing students with disabilities in regular



classrooms, but also about creating conditions for these students to actively participate in the educational process, with respect for their individuality (OLIVEIRA, 2010).

In "Chapter II: Social Rights" Article 6 of the Federal Constitution of 1988, Brazil (1988) promulgated that everyone has the right to education as a fundamental principle. In view of these pressing scenarios, affirmative actions aimed at promoting equity in educational processes gain legitimacy (BRASIL, 1988). In this context, the Constitution establishes itself as a solid foundation, substantiating the importance of education as an inalienable right and emphasizing the need for initiatives that guarantee an egalitarian and inclusive approach to access to knowledge (BRASIL, 1988).

Thus, the reality of Special Education, through LDB. Thus, the following legislation is configured:

Art. 58. For the purposes of this Law, special education is understood as the type of school education, preferably offered in the regular school system, for students with special needs.

§1 There will be, when necessary, specialized support services in the regular school to meet the peculiarities of the special education clientele.

§2 Educational assistance will be provided in classes, schools or specialized services, whenever, due to the specific conditions of the students, it is not possible to integrate them into the regular classes of regular education.

§3 The provision of special education, a constitutional duty of the State, begins in the age group of zero to six years, during early childhood education. (BRASIL, 1996, p.24).

Notwithstanding, Special Education is also provided for in the Resolution of the State Council of Education of the State of Goiás No. 03 of February 16, 2018,

Art. 101. Special education is understood as the modality of school education, governed by specific regulations and aimed at:

- a) To students with disabilities or pervasive developmental disorders; and
- b) Students with high abilities or giftedness.

**Sole paragraph.** For students with disabilities and pervasive developmental disorders, as well as for students with high abilities or giftedness, the Government will adopt the expansion of service in the regular public network itself, in regular education classes, providing the necessary accessibility resources, intensifying the inclusion process and seeking the universalization of care, with the same practice being mandatory in private schools. (GOIÁS, 2018, p. 56).

Based on the assumptions, it becomes evident that Inclusive Education is not restricted only to a national scope, but also covers regional spheres, fostering inclusive development in the educational scenario, as addressed by DUARTE (2019). However, it is imperative to understand that this reality does not end in the educational sphere, but begins, since these policies unfold as a development chain (DUARTE, 2019).

By enabling the presence of children in school, inclusion policies provide the family with the realization of its role as citizens, as highlighted by DUARTE (2019). Thus, Inclusive Education emerges not only as an educational process, but as a catalyst for social transformations, culminating in the active



and engaged participation of the family in the civic context, contributing to the construction of a more just and egalitarian society (DUARTE, 2019).

## **FINAL THOUGHTS**

Considering the importance of public policies in the regional development of special education, it is evident that these initiatives play an essential role in building an inclusive and equitable education system. By establishing normative guidelines and investing in resources, the State promotes equal opportunities, creating a solid foundation to meet the diverse demands of society. The leveling capacity of public policies stands out, allowing local communities to access the necessary means for inclusive education, thus contributing to the formation of a fairer society.

Furthermore, the effective implementation of these policies in the sphere of special education not only opens doors to equal opportunities but also strengthens social bonds by empowering all members of the education community. Recognizing the importance of diversity, public policies play a crucial role in consolidating a more plural society. Therefore, the continuity of the regional development of special education through these policies is imperative for the construction of a more inclusive and egalitarian society, promoting not only accessible education, but also a positive transformation in the social fabric.





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