

## Profile of the teacher of Specialized Educational Service (SES): Professional analysis in a public university in Paraná



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### ABSTRACT

Specialized educational service (SES) is a right of every person with disabilities, as an integral activity of the inclusive education policy, understood as the set of specific strategies and services that eliminate barriers and enable access to the curriculum, communication and physical spaces considering the specificities of each student, promoting integral

education with a view to autonomy and favoring the completion of academic paths in the different levels of education for students with disabilities. Unioeste's Special Education Program (PEE) works to support the entry and permanence of people with disabilities. The objective of this study was to analyze the professional profile of SEA teachers considering the hiring notices. The methodology used is a descriptive research, developed from a case study, with the help of bibliographic and documentary research. The interpretative analysis of the data showed that Unioeste has formalized the attributions of the SEA teacher, that the hiring occurs through simplified selection processes and that the requirements include a bachelor's degree, with a postgraduate degree in Special Education. The results point to the institutionalization of the role of SEA teachers, with compliance with the laws and norms related to inclusive education, but which still lacks support from the State.

**Keywords:** Specialized educational care, Teacher of SEA, Special education, Inclusion, Higher education.

## 1 INTRODUCTION

Understanding education as a historical-social process is a fundamental condition when analyzing schooling and inclusion as a challenge of contemporary society that, in the face of diversity, is concerned with ensuring the right to education for all and in a qualitative way. It is also understood that there has been an evolution in this process and that discussions about education permeate human development itself, and therefore historical-social.

According to Libâneo (1996), education is a social phenomenon, an instrument of human mediation "that should aim at the construction of a society where everyone feels part of the process of social construction and reconstruction" (p. 18). This statement shows that it is necessary to recognize the complex social phenomenon that is education, and how important it is to relate society in this process.



As a social institution, the university is part of the full development of the subject, including the specialized educational service (SES) which, according to Decree 7.611, of November 17, 2011, can be understood "as the set of activities, accessibility and pedagogical resources organized institutionally and continuously [...]" (BRASIL, 2011, p. 5), is complementary and/or supplementary, and not a substitute for regular university education.

It is the role of SEA teachers, among others, to identify, develop and organize pedagogical and accessibility resources that eliminate barriers to the full participation of students, considering their specific needs. "The activities developed in the specialized educational service are different from those carried out in the regular classroom, and are not a substitute for schooling" (BRASIL, 2008, p. 15). This service supplements the training of students with a view to autonomy and independence in school and outside of it. Thus, it is important that the university has a way to ensure that the professional can meet all these specificities that the position requires.

Universities have specialized care centers or programs for students with special educational needs. UNIOESTE's Institutional Program of Actions Related to People with Special Needs (PEE), constituted by Resolution No. 323/97 and regulated by Resolution No. 209/2016, is part of a set of achievements obtained by the organized movement of people with disabilities. Its main objective is to contribute to the process of socialization of systematized knowledge, which is indispensable for the person to be able to see, understand and position themselves in the world as a subject.<sup>1</sup> (UNIOESTE, 1997; 2016)

To contribute to the fulfillment of special educational needs, the PEE is organized in a multi-campus way, articulating all sectors involved in the development of teaching, research and extension, since ensuring the inclusion of people with special educational needs in higher education is the responsibility of the institution as a whole. This service involves support in the completion of the entrance exams, as well as the specialized monitoring of undergraduate and graduate students. Therefore, it is worth asking: **What is the profile of the teacher of specialized educational services required by Unioeste in its hiring notices for the exercise of the function?**

In this way, the research is justified by the importance of studying the internal policies related to the care of people with special educational needs at Unioeste, such as Resolution No. 05/2021-CEPE, of March 23, 2021, which approves the Regulation of the role of teacher for Specialized Educational Service (AEE) to Unioeste students. This resolution is a milestone in the didactic-pedagogical organization of the PEE and in the standardization of the attributions of the SEA teacher in the most diverse *campuses* of Unioeste.

The general objective of this study is to know the professional profile of SEA professors at Unioeste. The specific objectives are: a) to describe the process of hiring SEA professors at Unioeste;

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<sup>1</sup> Information from the Unioeste website: <https://www.unioeste.br/portal/pee/sobre-o-pee>



b) analyze the characteristics required for the fulfillment of the function and in accordance with the laws in force.

In order to analyze whether the professionals hired through simplified selection processes at Unioeste meet the requirements required by an SEA professor, descriptive research of a qualitative nature is used as a methodology, using bibliographic research and documentary research as a source of data for professional analysis. The interpretative analysis of the data intends to show how the relationship between the desired profile and the skills required in specialized educational service occurs.

Therefore, the internal organization of the article concerns this introduction, followed by the theoretical review, showing the laws and policies of inclusion in Brazil, the concept of special education and its performance in higher education and about the SEA professional, in section 2. Section 3 presents the research methodology, the data collection and analysis procedures, and the research subjects. Finally, section 4 discloses the analysis and discussion of the results, ending with considerations about the study and the references used.

## **2 THEORETICAL REVIEW**

### **2.1 BRAZILIAN INCLUSION LAW**

According to the Law of Guidelines and Bases of National Education (LDBEN n. 9.394/96), in Article 58, "For the purposes of this Law, Special Education is understood to be the modality of school education offered preferably in the regular school system" (BRASIL, 1996). However, historically and routinely, special education has been characterized as a parallel system of education, functioning in a specific way both in the subjects involved and in the policies and resources allocated.

The Brazilian Inclusion Law (LBI), No. 13,146, was created in 2015, with the aim of "ensuring and promoting, under equal conditions, the exercise of the fundamental rights and freedoms of people with disabilities, aiming at their social inclusion and citizenship" (BRASIL, 2015).

It is based on the UN Convention on the Rights of Persons with Disabilities and deals with accessibility and inclusion in different parameters of society, from health, education and technology, to the labor market, social assistance and transportation.

The main novelty that the LBI brought was the change in the legal concept of disability, ensuring that the rights of people with disabilities are respected, giving them the opportunity to carry out their tasks and activities without exclusion, discrimination or prejudice, and have the same conditions of equality, as provided for in article 2:

Article 2 A person with a disability is one who has a long-term impairment of a physical, mental, intellectual or sensory nature, which, in interaction with one or more barriers, may obstruct his or her full and effective participation in society on an equal basis with other people. (BRAZIL, 2015)



However, more than the concept of disability, the LBI deals with several tools to ensure that all the rights of persons with disabilities are respected, and so that they can defend themselves from exclusion, discrimination, prejudice and the lack of real access to all sectors of society.

The law came to unveil a previous perspective, of the term disability, which was previously seen as a condition of people, and is currently understood as a situation of spaces, incapable of receiving them in an adequate way, being proportional to the amount of access and opportunities offered to people, in relation to the difficulties faced, therefore if the necessary conditions are offered, The person with a disability will be able to carry out all existing functions and tasks normally, whether in their personal or professional life. (MAZZOTA, 2011).

And in relation to the right to education, the law determines that persons with disabilities have access to an inclusive education system at all levels and modalities, according to their characteristics, interests and learning needs, as well as lifelong learning. In addition, it proposes individualized and collective measures in environments that maximize the academic and social development of students with disabilities, with the income of support professionals, without additional fees for this service.

In 2016, the State Council of Education - CEE/PR approved the Norms for the Special Education Modality in the State Education System of Paraná, by Resolution No. 02/2016. It explicitly states the inclusion in Higher Education and the necessary pedagogical and administrative procedures:

Art. 5 Special Education, a teaching modality that crosses all levels, stages and modalities of Basic Education and Higher Education, has the function of identifying, elaborating and organizing pedagogical and accessibility resources that eliminate barriers to the full participation of students in the educational process, considering their specific needs.

.....  
Art. 12. Specialized Educational Service is considered to be of a complementary or supplementary nature, offered to meet the educational needs of students with disabilities, pervasive developmental disorders, specific functional disorders, high abilities or giftedness. (PARANÁ, 2016).

Specifically in relation to Higher Education Institutions, Ordinance No. 3,284/2003 of the Ministry of Education contains accessibility requirements for people with disabilities to instruct the processes of authorization and recognition of courses, and accreditation of institutions (BRASIL, 2003).

More recently, with the enactment of State Law No. 20,443/2020, which provides for the reservation of a percentage of vacancies for people with disabilities in undergraduate and graduate courses in state institutions of higher education and in courses of state institutions of technical education, there has been an increase in the admission of people with disabilities in universities, which requires even more specific policies for this service (PARANÁ, 2020).



## 2.2 SPECIAL EDUCATIONAL NEEDS AND SPECIALIZED CARE

Special educational needs at university, as well as in society, can include various conditions that affect academic performance, such as physical, sensory, intellectual disabilities, learning disorders, autism spectrum disorders, mental health problems, among others. It is necessary for the university to have policies for the admission and permanence of these students, in order to develop their learning capacities. (PEACOCK; SILUK; FIORIN, 2015).

Some resources that the university can offer are: teaching materials in accessible formats (braille, audio, subtitles), sign language interpreters, assistive technologies, flexible and extended schedules of tests and assignments, academic monitoring, tutoring, boost in campus infrastructure (such as ramps, elevators, accessible bathrooms), among others. (POKER; VALENTINE; GARLA, 2018).

In addition, the university must have clear and effective policies for inclusion and diversity, awareness and training of professionals and teachers, and respect for the autonomy and choices of students with special educational needs. The goal is to ensure that all students, regardless of their conditions, can enjoy higher education with quality and equity.

The National Policy on Special Education from the Perspective of Inclusive Education (BRASIL, 2008) created guidelines regarding the training of professionals to work in the area, as well as the characterization of the students who make up this universe. Thus, with the advancement in the form of organization of special education, as a teaching modality for the school inclusion of students with disabilities, guiding the education systems, Mantoan (2006, p.10) highlights:

From the perspective of Inclusive Education, the hegemony of the absolute segregation model in educational norms is verified. The legal documents and subsequent institutional actions reinforced the inclusive perspective and, increasingly, strengthened the new direction of the special education modality, which is now responsible for the organization and provision of specialized educational service (SES), thus supporting the inclusion of its target audience.

Within the new guidelines for the implementation of the inclusive education policy, specialized educational service (SES) is offered, as it works on the training of students, organizing didactic materials and pedagogical and accessibility resources that eliminate barriers to student participation, considering their specific needs (MANTOAN, 2006).

Although the legislation guarantees the right to education, the history of special education has gone through, and still goes through, moments of segregation of people with disabilities, both by society and by schools. And one of the main problems is the training of teachers who work with students with special educational needs. With regard to student care, with regard to the development of an essential human value, the need for otherness is understood, that is, consideration and respect for the other, distinct and different (FAGUNDES, 2001).



For the inclusion of students with special needs in regular education, it is necessary to train and qualify professionals, develop curricular schemes, intervene, in addition to psychopedagogical guidance, and the investigation of educational processes, as well as the adaptation of appropriate didactic resources. Ensuring equal opportunities does not mean guaranteeing an equal right to all, but offering individualized means for them to develop their skills (PESSOTI, 2001).

Article 3 of Decree 7.611/2011 presents four objectives of the SES, whose teachers need to know and foster the necessary connections so that Special Education students can be effectively included in the school environment, such as promoting access conditions, ensuring the transversality of special education actions, fostering the development of didactic and pedagogical resources that eliminate barriers in the teaching-learning process. (BRASIL, 2011, p. 5).

### 3 RESEARCH METHODOLOGY

It is a descriptive research, which aims to "describe the characteristics of a population, a phenomenon or an experience based on a detailed study, with data collection/generation, analysis and interpretation of the same" (COSTA-HÜBES, 2022, p. 24). It describes the reality of observing the study subjects, in order to collect, analyze and record their inferences about these collected data and, finally, interpret without inferring them.

The approach adopted will be that of a qualitative research, considering that it "promotes reflection on the theme/problem studied, using various instruments. It is concerned with the practices and interactions of subjects in everyday life. It focuses on answering social and subjective questions" (COSTA-HÜBES, 2022, p. 19). It is mainly justified by its relevance to the study of the social relations involved in the research problem.

For this study, bibliographic research, documentary research and case studies were used. In order to understand the concepts and how the theme has been treated in academia, it is necessary to carry out a bibliographic research, reviewing the main theories that guide the scientific work.

Documentary research, on the other hand, is necessary to analyze the institutional documents related to the subject studied, to provide complementary information about the laws and policies of specialized educational services. For Gil (2007, apud COSTA-HÜBES, 2022, p. 28) "research based on documents is important not because it definitively answers a problem, but because it provides a better view of that problem or, alternatively, hypotheses that lead to its verification by other means".

And the case study will offer subsidies to learn about the work of SEA teachers and the requirements at the time of hiring. It is a type of research, according to Costa-Hübes (2022, p. 30) "that focuses on the detailed analysis of an individual case, with the purpose of acquiring greater knowledge about the phenomenon studied" and in this study, focuses efforts on the case of continuing education policies for teachers with a focus on specialized educational service.



The instruments used in this research will be: bibliographic research and documentary research in the public notices for hiring PSS for the position of SEA professor. The selection notices analyzed will be from the year 2021, when Resolution No. 05/2021-CEPE was approved and regulated the role of the SEA teacher at Unioeste. In this case, three selection processes were analyzed.

The data analysis aimed to know the procedures and requirements for hiring SEA teachers, based on Resolution 05/2021-CEPE. Thus, after data collection, a theoretical and analytical deepening was carried out, for which it was necessary to resort to the methodology of interpretative data analysis, because "[...] [the issues] can be approached in different ways and from a number of angles" (LÜDKE; ANDRÉ, 2018, p. 48).

Document analysis makes us reflect that it is not possible to fully understand the past, so it is always good to remember that it is the research (CASTANHA, 2011), or the researchers who select their sources for thematic reasons or methods, as Evangelista (2009) teaches that law is very formal and when producing documents, knowledge is produced, which is to produce consciousnesses.

#### 4 ANALYSIS AND DISCUSSION OF RESULTS

UNIOESTE is a multi-campus university, with campuses in the cities of: Foz do Iguaçu, Marechal Cândido Rondon, Francisco Beltrão and Cascavel, and has its Rectory and University Hospital in the city of Cascavel. It has 61 face-to-face undergraduate courses, totaling 7824 students and 3 distance learning courses with 1933 students enrolled, according to data from the Dean of Planning (PROPLAN, 2022).

The PEE, created in 1997 through Resolution 323/97-CEPE, is registered as a university extension program. The General Coordination of the PEE is installed on the Cascavel campus and the Sub-Coordinators are located on each campus and are responsible for putting into practice the demands of specialized educational services.

In 2002, Resolution No. 127/2002 – CEPE, approved the Regulation of Procedures for the Admission and Permanence of People with Special Needs at Unioeste, in order to ensure the attendance of people with disabilities/special needs who intend to enter the State University of Western Paraná to take undergraduate and/or graduate courses, describing the admission criteria (SILVA et al., 2022).

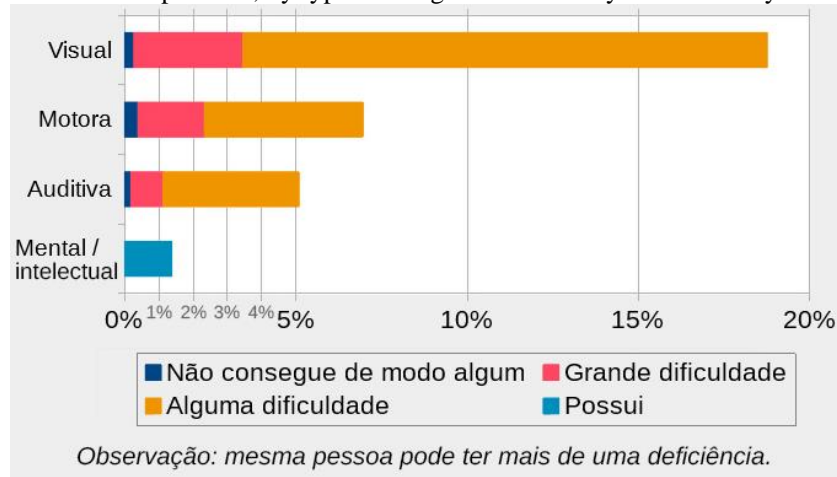
At the beginning of the PEE, the difficulties encountered were related to the care of students with visual impairment, which according to Silva et al. (2022) demonstrate that:

The journey that began with the care of people with visual impairment (blindness and low vision) and which consisted of the production of adapted materials such as, for example, the texts and books defined by the teachers, which are digitized in txt extension to enable reading by the Dosvox system, by these users. (SILVA et al., 2022, p. 15).



This movement to assist people with visual impairment is in line with a national movement. According to data from IBGE (2010), about 18.8% of the population had some difficulty in seeing and almost 46 million Brazilians, about 24% of the population, reported having some degree of difficulty in at least one of the skills investigated (seeing, hearing, walking or climbing stairs), or having mental/intellectual disabilities (IBGE, 2010), as shown in Figure 01 below:

FIGURE 01 – Population, by type and degree of difficulty and disability in Brazil



Source: Demographic Census, IBGE (2010)

These data demonstrate, today, how the reference framework has evolved, as well as the diagnoses, especially related to ASD. And the main challenge of universities is to promote not only the admission of students with special educational needs, but also to provide mechanisms for permanence, attention and reception, and training of this individual.

And to meet this breadth of special educational needs, Unioeste has sought to strengthen its internal policies for the entry and permanence of people with disabilities in the university environment. The PEE provides, together with the other bodies of the university, technical, scientific and academic support, necessary for the activities of Teaching, Research and Extension, developed in the areas of education and administration of the university (UNIOESTE, 2016).

The process of hiring the SEA Teacher takes place through a simplified selection process (PSS). The State does not have the position of SEA Professor, which is why the university, after a broad debate, decided to regulate the function within the scope of Unioeste. Thus, in 2021, Resolution No. 05/2021-CEPE, of March 23, 2021, was approved, with the aim of formalizing the teaching work of the professional who attends the PEE.

In Article 5, it shows that the SEA teacher is responsible for, among others: extra-classroom pedagogical support; adaptation of bibliographic references, slides and other materials made available by the professors of the disciplines; perform alternative communication according to the resources used by the student; promote the constitution of autonomy and independence of





the student, considering ethical conduct and respect in interpersonal relationships; collaborative work between the professionals of the specialized educational service, such as the professors of the disciplines, university agents, considering the ethical conduct and respect in the interpersonal relationship and establishing articulation with the classroom teachers and other academics in order to adapt the dynamics of the groups for practical class and Mandatory Supervised Internship. (UNIOESTE, 2021).

The University, when hiring is necessary, publishes the PSS notice, with information about the vacancy, requirements, points, remuneration and information about the didactic-pedagogical evaluation and evaluation of titles. Candidates undergo a didactic test in a panel formed by three professors, indicated by the respective Centers and/or sub-coordinators of the PEE.

#### 4.1 THE PROFILE OF THE SES FACULTY AT UNIOESTE

Resolution No. 05/2021-CEPE brings as a requirement for the selection and hiring of the SEA Teacher: Undergraduate and Bachelor's Degree with Specialization in the area of Special Education and/or Master's and/or Doctorate in the area of Special Education and/or in another area in the line of research in Special Education. It also presents the duties of the SEA Teacher, the workload and other information relevant to this function.

Since the implementation of Resolution No. 05/2021, Unioeste has had three PSS Notices, one in 2021 and two in 2022. Analyzing the hiring notices via PSS for the vacancy of SEA Professor, we have what is shown in Table 01:

TABLE 01 – Analysis of PSS Notices with Resolution No. 05/2021-CEPE

<b>What Resolution No. 05/2021-CEPE says</b>	<b>Public Notice No. 181/2021-GRE</b>	<b>Public Notice No. 096/2022-GRE</b>	<b>Public Notice No. 179/2022-GRE</b>
Job Requirements	Bachelor's degree and/or special education with specialization, master's degree in special education.	Bachelor's degree and/or special education with specialization, master's degree in special education.	Bachelor's degree and/or special education with specialization, master's degree in special education CECA, from Cascavel, also required a certificate of languages such as TOEFL, IELTS, TOEIC.
Test Points	The points presented are the same for some campuses, with the exception of Cascavel, which for CCET focused on assistive technologies for some disabilities and CECA focused on the Foreign Languages Program at Unioeste.	The points presented are the same for some campuses, with the exception of Cascavel, which focused on assistive technologies for CCET, and CECA focused on the Foreign Languages Program at Unioeste.	Case study, related to a disability. Generally, the points are the same, but the CECA of Cascavel presented different points, related to the English language.



Duties of the SEA Teacher	It doesn't.	It doesn't.	It doesn't.
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Source: from the survey (2023).

Despite the attributions contained in Resolution No. 05/2021-CEPE, no information was found in the PSS notices analyzed, which focus on the requirements for the vacancy. However, considering the interactive and interdisciplinary nature of their work in relation to the classroom in which each of the students is enrolled, it is essential that the SEA teacher has the facility to work cooperatively and that he has some experience in the area. After all, the points of the didactic test refer to a case study that must be developed by the candidate.

In addition, one of the main objectives of the service is to create or find alternative pedagogical strategies that enable participation and learning in the classroom, so the role of the SEA Teacher is closely linked to the elaboration of strategies and the availability of accessibility resources.

Thus, in order to attract professionals who, in addition to being prepared to work from the perspective of inclusive education, know what attributions and professional profile Unioeste wants and seeks in its selection processes, it is essential that this information is included in the PSS notices for SEA Teachers.

## 5 FINAL THOUGHTS

Inclusive education is a guiding principle of the institutional policy of each and every university and is part of Unioeste's educational policy, through the actions of the PEE. The objective of this research to analyze the profile of SEA professors in the university environment was met by describing the process of hiring SEA professors at Unioeste, which takes place through a simplified selection process.

The characteristics required for the fulfillment of the function and in accordance with the laws in force bring to light the importance of Unioeste's role in promoting inclusion, considering that there is an effort on the part of those interested in constituting a Resolution to regulate the function of the teacher of specialized educational service.

In response to the research problem, it is evident that the function of SEA Teacher is institutionalized at Unioeste, since it does not exist in the career plan of the teaching profession of the State of Paraná. The profile covers the requirements of graduation in a bachelor's degree with a postgraduate degree in the area of Special Education, however the attributions of the position are not clear in the notices.

The hiring takes place only through a PSS notice, since Unioeste does not have the autonomy to create a position. This does not detract from the teaching work, nor is it unimportant within the



inclusive education policy, however it is precarious because it does not have the support of the State and because there is a constant turnover in hiring.

In addition, as of 2020, with State Law No. 20,443/2020, the flow of new academics at the university tends to grow, being an important and necessary initiative, but that universities are not yet prepared for because they do not have an effective position to meet the demands of these students (PARANÁ, 2020). Pessoti (2011) points out that ensuring equal opportunities, in which it does not mean guaranteeing an equal right to all, but rather offering each individual the means to develop their skills. Thus, for the principle of equal opportunities to be possible, it is necessary to offer diversified and continuous educational opportunities.

This study, an initial report of the work of the SEA Faculty at Unioeste, indicates the need for future research on teacher training, as well as how the work has been carried out and what are the results evidenced in this trajectory of constitution of the SEP at Unioeste in its various *campuses*.



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UNIOESTE. Gabinete do Reitor. Portaria nº 2.402, de 13 de setembro de 2021. Institui Comissão para formulação de minuta sobre Cotas para a pessoa com deficiência para a inscrição em Concurso Vestibular da Unioeste e designa seus membros.

UNIOESTE. Gabinete do Reitor. Edital n.º 181/2021, de 15 de dezembro de 2021. Publica instruções para abertura de inscrições e realização do 3º Processo Seletivo Simplificado, para contratação de professor da área de educação especial, para Atendimento Educacional Especializado aos acadêmicos com deficiência e necessidades educacionais especiais, por tempo determinado na Unioeste.

UNIOESTE. Gabinete do Reitor. Edital n.º 096/2022, de 17 de maio de 2022. Publica instruções para abertura de inscrições e realização do 2º Processo Seletivo Simplificado, para contratação de professor da área de educação especial, para Atendimento Educacional Especializado aos acadêmicos com deficiência e necessidades educacionais especiais, por tempo determinado.

UNIOESTE. Gabinete do Reitor. Edital n.º 179/2022, de 19 de setembro de 2022. Publica instruções para abertura de inscrições e realização do 4º processo seletivo simplificado, para contratação de professor da área de educação especial, para atendimento educacional especializado aos acadêmicos com deficiência e necessidades educacionais especiais, por tempo determinado.



UNIOESTE. CEPE. Resolução nº 003, de 24 de março de 2022. Assegura vagas para Pessoas Com Deficiência nos cursos de Graduação e Pós-graduação, da Unioeste, a partir do ano letivo de 2022. ch 24, 2022. Ensures vacancies for People with Disabilities in Undergraduate and Graduate courses at Unioeste, starting in the 2022 academic year.