



INCLUSIVE EDUCATION

RECOMMENDATIONS FOR INCLUSIVE EDUCATION POLICIES FOR STATE AND FEDERAL GOVERNMENTS

AUGUST 2022





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PRESENTATION

About Todos Pela Educação

Todos Pela Educação (All For Education) is a non-profit, plural and suprapartisan civil society organization founded in 2006. With an independent performance and without receiving public resources, our focus is to contribute to improve Basic Education in Brazil. For this, we develop actions aimed at expanding the sense of urgency to the need for changes in Education, we produce knowledge with the objective of supporting the decision-making of the different spheres of public power and articulate with the main actors to implement the measures that can impact the directions of Education. In addition, we monitor the country's educational indicators and policies continuously.

About the Instituto Rodrigo Mendes

The Rodrigo Mendes Instituto (Rodrigo Mendes Institute - IRM) is a non-profit organization with 28 years of existence, whose mission is to collaborate so that every person with disabilities has a quality education in the common school. Its projects are organized from an architecture based on three pillars: knowledge production, training of educators and advocacy. Throughout its trajectory, the Institute has served more than 100,000 educators from all Brazilian states and impacted about one million students. Its portal on good practices, DIVERSA (diversa.org.br), offers hundreds of examples of inclusive classes and activities, with the aim of supporting professionals working in the educational networks.



About the document

This document is part of the 2022 Education Now (Educação Já) initiative, which seeks to contribute to the elaboration of a systemic agenda for Brazilian Basic Education in the next elected governments, with the objective of advancing the guarantee of the right to quality education for all. In this material, diagnoses and recommendations of policies for the improvement of Special Education from an inclusive perspective are presented, which can contribute to qualified debate and propositions in state and federal administrations.

OFFICIAL DISPATCH



Preparation

Todos pela Educação

GENERAL COORDINATION

Priscila Cruz

Chief Executive Officer

Olavo Nogueira Filho

Executive Director

Gabriel Corrêa (Coordination)

Education Policy Leader

Daniela Mendes

Educational Policy Analyst

EDITORIAL COORDINATION

Tiemy Akamine

Communication and Mobilization Leader

Bruna Rodrigues

Communication Analyst

Instituto Rodrigo Mendes

Rodrigo Hübner Mendes

Superintendent

Luiza Andrade Corrêa

Advocacy Coordinator

Laila Micas

Communication Coordinator

Renato Soares

IT Coordinator

Karolyne Ferreira

Advocacy Analyst

Experts and organizations that collaborated, on an advisory basis, with the construction of this document:

Experts

Laís de Figueiredo Lopes

Mariana Rosa

Organizations

Centro de Estudos e Pesquisas em Educação, Cultura e Ação Comunitária, Cenpec

United Nations Children's Fund, UNICEF

Instituto Alana

Instituto Jô Clemente





1. INTRODUCTION

This document is part of the **2022 Education Now: a proposal of a strategic agenda for Brazilian Basic Education**¹, which seeks to contribute to ensuring the right to quality, equitable and inclusive education for all.

The objective of this material is to subsidize state and federal governments with policy recommendations for the improvement of Special Education from an inclusive perspective. We hope that these actors will better understand the current challenges and implement actions aimed at advancing the guarantee and consolidation of the right to education for all. The material was built in partnership between Todos Pela Educação and Instituto Rodrigo Mendes, who are fully responsible for its content. For its elaboration, we also counted on the collaboration of organizations and experts on the subject.

As in Educação Já 2022, the recommendations presented here consider both the immediate context, with the effects of the Covid-19 pandemic, and the structural issues of the Special Education modality in Brazil, from the perspective of Inclusive Education.

The document is divided as follows: in the following sections of this introductory chapter, the theme of Special Education is presented, from the inclusive perspective. In Chapter 2, we provide a brief context and diagnosis based on indicators. In Chapter 3, some relevant inclusion policies are presented. And finally, Chapter 4 brings recommendations that can subsidize the actions of the next state and federal administrations on the agenda of inclusive Special Education.

¹ The document Educação Já 2022 can be accessed at: todospelaeducacao.org.br/iniciativa-educacao-ja/



1.1 The Special Education modality

The Special Education modality is defined in the law of guidelines and Bases of Education (Law n° 9.394/1996) and has as target audience learners with disabilities, global health disorders regarding development² and high skills or giftedness, being intersectional in all levels, stages and modalities of education. Therefore, it is present throughout Basic Education.

Today, in Brazil, Special Education assumes an inclusive perspective, that is, it presupposes that all students must live together and share the same teaching and learning environment, free from unfair discrimination of any nature, participating and learning with the other. In this sense, the inclusive school values the potential of each subject and gives conditions for everyone to learn and develop fully.

The constitutional right to education is a universal guarantee, that is, it includes all subjects. It is the duty of both the State and families to provide children and adolescents with means of access and permanence in schools. Despite the significant increase in the number of public target audience students by Special Education enrolled in common schools in recent decades due to the implementation of public policies, in 2020, there was, for the first time, an increase in enrollment in segregated institutions, in addition to school exclusion that still disproportionately affects children and young people with disabilities.

Access to Special Education also reflects important inequalities of Brazilian society. According to Inep/ MEC (2020), there is a relationship between per capita household income and the schooling of the population with disabilities – the proportion

² “Global Developmental Disorders” is the term used by the Brazilian regulation and, therefore, will be used by this document. For legislative interpretation purposes, it should include both Global Developmental Disorders (GDD) and Autism Spectrum Disorders (ASD).



of students with disabilities attending school is higher among the richest portion of the population than among the poorest population. Diversity in classrooms, besides being an essential value to democracy, favors the development of more innovative and collaborative educational practices, which value and dialogue with the learning process of each student.

1.2 Importance of Special Education modality from an inclusive perspective

The agenda of inclusive Special Education is present in the international discussions of which Brazil is part. Among the 17 Sustainable Development Goals (SDGs), paragraph 4 aims to “ensure quality inclusive and equitable education, and promote lifelong learning opportunities for all”. Goal 4.5 establishes that by 2030, signatory countries should “eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the most vulnerable, including people with disabilities, indigenous peoples and children in vulnerable situations.”

Inclusion is also the desire of the population. Research conducted by Datafolha, commissioned by the Alana Institute, showed that inclusion is the choice of most Brazilian society. The research, which has national representativeness, concluded that 86% of Brazilians understand that schools become better with inclusive education, and 76% believe that children with disabilities learn more by studying with children without disabilities (INSTITUTO ALANA, 2019).



The benefits of inclusion affect not only students with disabilities, but also the others. In 2016, it was launched by the Alana Institute and ABT Associates, under the coordination of Dr. Thomas Hehir, professor at the Harvard Graduate School of Education, research “Os Benefícios da Educação Inclusiva para Estudantes com e sem Deficiência ([The Benefits of Inclusive Education for Students with and Without Disabilities](#))”, which brings together more than 89 studies, from a survey of 280 articles published in 25 countries. Among the findings, the study points out that, **when students with disabilities are included, develop stronger skills in Reading and Mathematics, have higher attendance rates, are less likely to have behavioral problems, and are better able to complete Secondary Education** compared to those who attend special schools. As adults, students with disabilities who have been included are more likely to be enrolled in Higher Education, find a job or live independently. Among children with Down Syndrome, there is evidence that the amount of time spent with peers without disabilities is associated with a variety of academic and social benefits, such as better memory and better language and literacy skills.

Although evidence shows that Inclusive Education has significant effects on lifelong learning and development, many children and adolescents with disabilities, global development disorders, and giftedness/high skills are outside or attending segregated institutions. For the many others who are enrolled in common public schools, there are numerous challenges related from improving attendance and teaching to the need to eliminate barriers so that they can remain in schools. Therefore, **it is essential to think about the future of the Special Education modality so**



that it definitively assumes the perspective of Inclusive Education and, thus, collectively design proposals that will impact the improvement of Education as a whole.





2. BACKGROUND AND DIAGNOSIS

Historically, students with disabilities have been excluded from the mainstream education system. The struggle of the movements of people with disabilities was changing the contexts and paradigms around the attention given to this group: it started from total exclusion from the social context, moving to a condition of segregation until it began social integration and, today, inclusion. The integration paradigm is one that perceives people with disabilities as subjects of law, but does not recognize them as fully capable of enjoying these rights and assumes that it is possible to guarantee rights in segregated environments. It starts from a medical view of disability, which focuses on the impediment of the subject, and on the understanding of disability as an individual condition. It is on the basis of this paradigm that “specialized institutions” or “special classes” within common schools have emerged and survive. In addition to denying the daily coexistence between students with and without disabilities of the same age, these institutions often perform therapeutic and non-pedagogical functions, blurring the boundaries between health care and education. At this point, it is important to mark that schools have an exclusively pedagogical function, and the therapeutic provision in these spaces is inadequate.

Since the Declaration of Salamanca (1994), produced by the UN, society has advanced to the current paradigm of inclusion. With the drafting of the Convention on the Rights of Persons with Disability (2006), disability came to be understood from a social



and human rights perspective as an element of human diversity. The international document is binding on the countries that sign it and confirm it in their respective jurisdictions, which is what we did in Brazil. By the text of the Convention, people with disabilities are those who have long-term impediments of a physical, mental, intellectual or sensory nature, which, in interaction with various barriers, can obstruct their full and effective participation in society on equalities of conditions with other people. This concept locates disability as a social construction, a situation of oppression and begins to hold society accountable for promoting the inclusion of all, removing the focus from the subject's impediment and taking an end to the barriers imposed on them. The same should happen in the field of education, that is, public policies should promote the removal of barriers that prevent the participation of students with disabilities on an equal basis with the other, and not the student with disabilities who should change their condition. In other words, it is the school that must be inclusive and deal with students, regardless of their functional limitations.

2.1 Brazilian standards for Inclusive Special Education

The Brazilian legal framework is quite wide and protective in relation to the inclusive educational system. The Federal Constitution of 1988, already in its first article, establishes human dignity as the foundation of the Federative Republic of Brazil. In Article 3, items I and IV, establishes as a fundamental objective to build a free, just and solidary society, as well as to promote the good of all, without prejudices of origin, race, gender, color, age and any other forms of discrimination. It is also foreseen that every



child has the right to study in the regular school system, and the target audience students of Special Education have the right to receive Specialized Educational Service (AEE)³ in a complementary or supplementary way and never as a substitute for the common classroom, having as a support space the multifunctional resource rooms.

Following the ratification of the Convention on the Rights of Persons with

Disability (CRPD), of the UN, through the rite of art. 5, §3 of the Federal Constitution and its promulgation by Decree 6949/2009, which gave it the status of a constitutional amendment, article 208, III, of CF/88 should now be read together with article 24 of the CRPD, since they form a constitutional block. The CRPD requires Member States to ensure an inclusive education system at all levels, as well as lifelong learning, and to remove all existing barriers to student inclusion.

The Committee on Monitoring the implementation of the CRPD issued General Comment No. 4 in 2016, which serves as a source of interpretation of the standards instituted by the Convention. In it, the Committee stresses that inclusion depends on a process of change in education as we know it, to broaden approaches, structures, methods and strategies to benefit everyone.

³ Students with disabilities, global developmental disorders and autism spectrum disorders, giftedness and high skills have the right to receive specialized educational service aimed at removing barriers that prevent their learning on an equal basis in the school environment. In addition to a collaborative work between the specialized teacher and one or those Regents of the classroom for a more inclusive pedagogical planning, elaboration of didactic materials accessible and strategic methodological for each and every one, there is also the offer of a complementary service in the counter shift of classes, which has a pedagogical function and should happen, preferably, in the same school where the student already attends in a room of multifunctional resources. Its mission is to identify, develop and organize pedagogical and accessibility resources that eliminate barriers for the full participation of students, considering their specific needs.



In their words, “inclusion involves a process of systematic reform (...) to overcome barriers with a vision that serves to provide all students of the relevant age group with an egalitarian and participatory learning experience and environment that best matches their needs and preferences” (UNITED NATIONS ORGANIZATION, 2016).

Another important point addressed by General Comment No. 4 is that states parties should adopt measures for the progressive realization of Inclusive Education, establishing clear obligations, redefining budget allocations for education, including the transfer of budgets to develop inclusive education, and preventing any deliberate setbacks measures.

Goal 4 of the National Education Plan (PNE) (Law No. 13,005/2014) seeks to “universalize, for the population from 4 (four) to 17 (seventeen) years old with disabilities, global developmental disorders and high skills/giftedness, access to basic education and specialized educational care, preferably in the regular education network, with the guarantee of an inclusive educational system, multifunctional resource rooms, classes, schools or specialized services, public or contracted”. PNE is valid until 2024 and determines guidelines, goals and strategies for educational policy during its term.

The Brazilian Law of Inclusion (Law No. 13,146/2015) also guarantees, in article 27, that education is “the right of people with disabilities, ensured 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 skills, characteristics, interests and learning needs.” The same law determines that the state must ensure the improvement



of educational systems, aiming to ensure conditions of access, permanence, participation and learning, through the provision of services and accessibility resources that eliminate barriers and promote full inclusion.

In the next topic, diagnoses and challenges of special education modality will be addressed, always adopting as a premise the inclusive perspective.

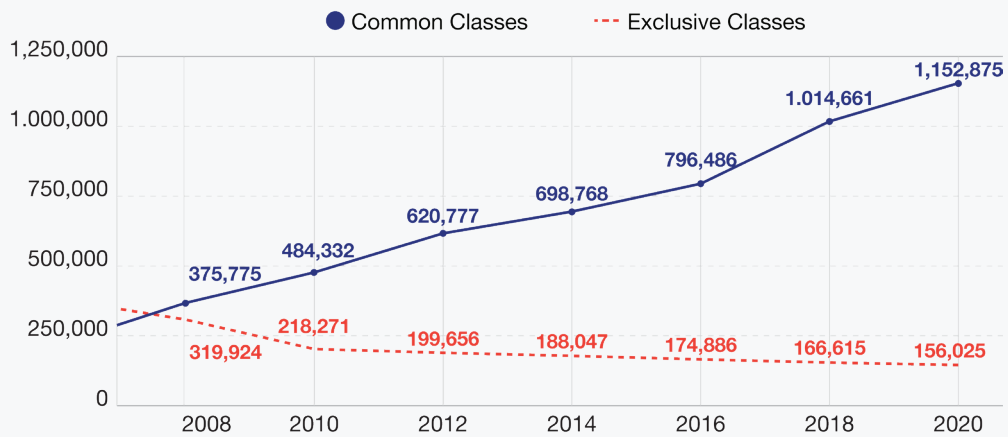
2.2 Diagnoses and challenges of the implementation of Special Education modality in inclusive perspective

As indicated in the previous topics, Brazil presents a broad regulatory framework for ensuring an inclusive educational system. However, this transition has been progressive and there are still many target audience students of special education enrolled in specialized institutions or classes or who have never been enrolled in common schools.

The institution of the National Special Education Policy in the inclusive perspective (2008) was the decisive step for the number of enrollments of Special Education target audience students in common schools to increase considerably, as shown in Graphic 1.



Graphic 1 - Number of enrollments of target audience students by the Special Education



Source: Inep/MEC School Census, 2007 to 2020.

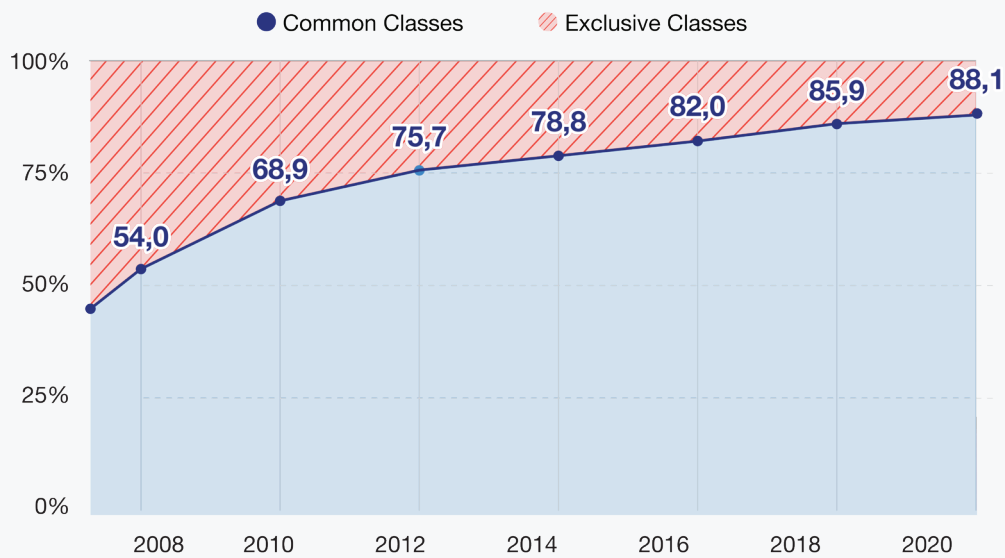


Color Graphic in lines with segmentation of target audience students enrollments by Special Education. Growing blue line of total enrollments in common classes starts in 2007 with almost 300,000 enrollments and in 2020 has a total of 1,090,805. Red line decreasing enrollment total in specialized schools and special classes begins in 2007 with almost 400,000 enrollments and in 2020 has the total of 156,025.

In terms of percentages, we currently have a scenario in which 88.1% of target audience students for Special Education are enrolled in regular classes, as shown in Graphic 2. However, the challenge still remains for 100% of children to be enrolled in these classes, after all, every child has the right to study in the school where their siblings, cousins and neighbors attend.



Graphic 2 - Percentage of target audience students in Special Education



Source: Inep/MEC School Census, 2007 to 2020.



Color Graphic in lines with segmentation of target audience students enrollments by Special Education. Growing blue line of total enrollments in common classes starts in 2007 with almost 300,000 enrollments and in 2020 has a total of 1,090,805. Red line decreasing enrollment total in special schools and special classes begins in 2007 with almost 400,000 enrollments and by 2020 has a total of 156,025.

In addition to access, there are challenges related to the permanence of students in schools. According to the research “Confronting the Culture of School Failure”, conducted by Cenpec and Unicef, in 2012, of the 859,942 students with disabilities enrolled, 23,041 will leave school in 2019 (Unicef/Cenpec, 2021). These data still do not manage school exclusion situations, i.e., those in which children have not even entered the education system.

In order to produce more accurate data on this issue, it is necessary to adopt a unified model for the assessment of disability, which would contribute to cross-referencing the database of the Population Census (IBGE) and the Education Census (Inep), so as to enable a diagnosis of the number of children and young people out of school. Furthermore, active school search measures aimed at this public are necessary.



In this sense, it is important to mention the **serious relationship between disability, poverty and vulnerability**. A large proportion of children and youth with disabilities are poor (CAVALCANTE et al., 2009) and are often under care of single mothers, as the rates of abandonment by parents of children with disabilities are consistently higher (MENEZES, 2021). The small support network is usually composed of other women and it is not uncommon for this mother to give up her personal life and withdraw from the labor market.

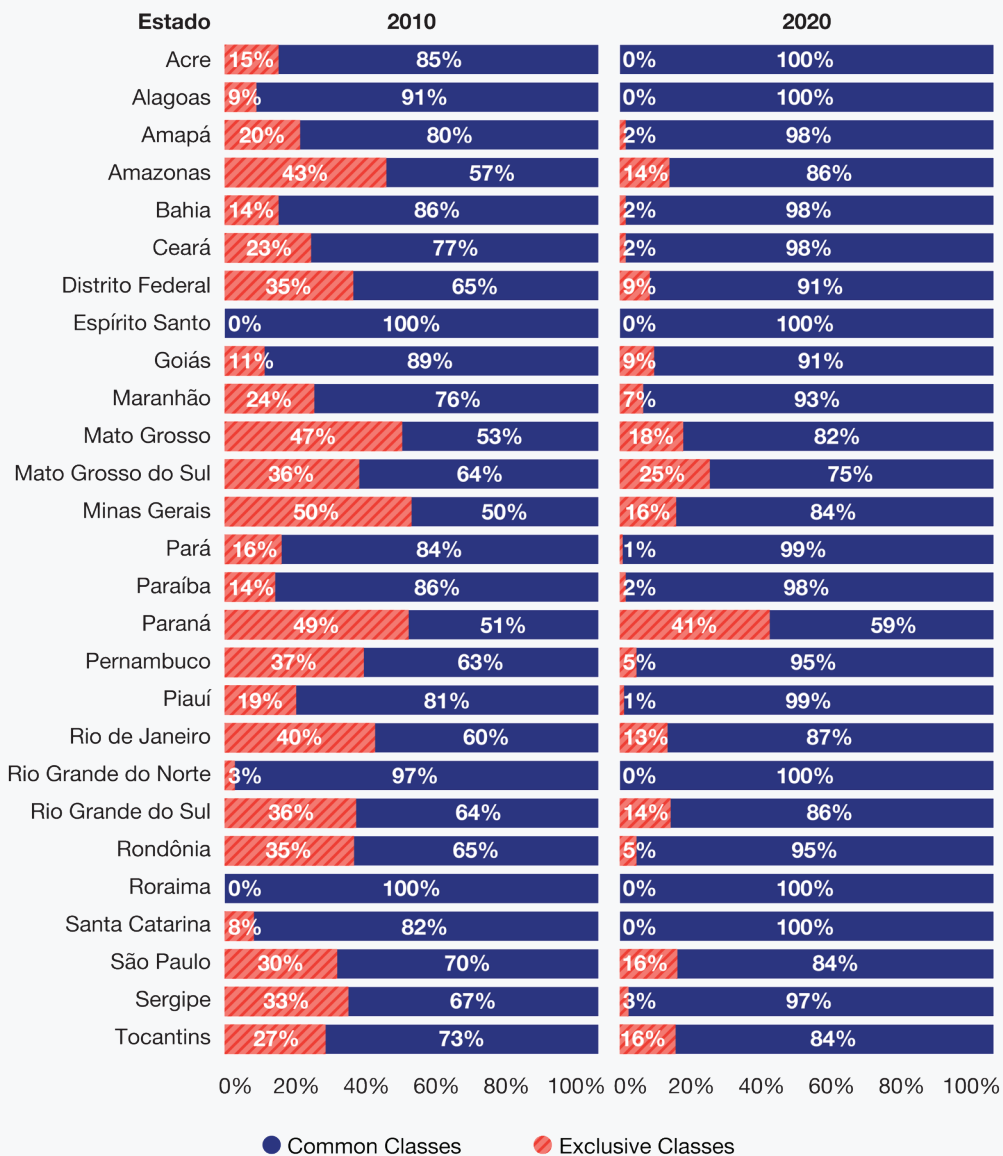
The higher the level of dependence of the person with disability, the greater the precariousness of family life, given that there are no policies guaranteeing remuneration for care in the domestic sphere. The Human Rights Watch report (2018) points out that many people with disabilities are institutionalized because their mothers and fathers do not have a care structure, an issue that should be seen from the perspective of gaps in public care policies that enable them to ensure the sustenance and quality care for their children. According to the organization itself, “the Brazilian government provides insufficient support for families of children with disabilities to raise their children at home and for adults with disabilities to live independently, resulting in the choice for institutionalization” (HUMAN RIGHTS WATCH, 2018, p.2). Thus, intersectoral public policies that are able to ensure support and ethical care to families, associated with the guarantee of rights are essential to enable the guarantee of the right to education in common schools.

In a look at the federal unit, it can be seen that, in the states of Acre, Alagoas, Espírito Santo, Rio Grande do Norte, Roraima and Santa Catarina, all target audience students by special education are enrolled in common schools. However, it is important to point out that this data does not consider situations of school exclusion.



Although all other states have shown some evolution in the last 10 years, the states of Paraná and Mato Grosso do Sul are still behind the others, as shown in graphic 3.

Graphic 3 - Percentage of enrollment of public target audience students of Special Education by state



Source: INEP/MEC School Census, 2011, 2021.

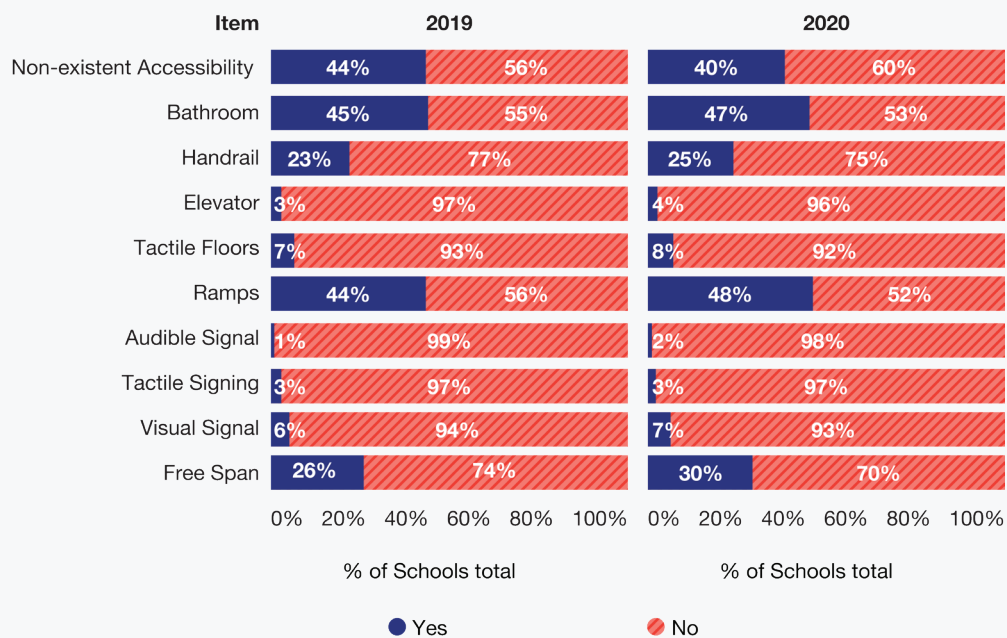


Color bar graphic showing percentage of special education target audience students by state. In 2010, the five Brazilian states with the highest percentages of students in exclusive classes were: Minas Gerais with 50%, Paraná with 49%, Mato Grosso with 47%, Amazonas with 43% and Rio de Janeiro with 40%. In the year 2020, the six states with 100% of students in common classes were: Acre, Alagoas, Espírito Santo, Rio Grande do Norte, Roraima and Santa Catarina.



Once enrolled in school, it is necessary to carefully think about the well-being and conditions of permanence, participation and learning of these students. One of the first barriers that the target audience of Special Education is against when entering common public schools are architectural ones. Data on accessibility in schools denote a serious and urgent need for investment in infrastructure improvement to welcome everyone.

Graphic 4 - Accessibility of schools



Source: INEP/MEC School Census, 2019, 2020.



Color bar graphic with the percentage of accessibility in schools. In 2019, the top five missing items were: audible signal with 99%, tactile signal with 97%, elevator with 97%, visual signal with 94% and tactile floors with 93%. In 2020, the items with more accessibility present in schools were: ramps with 48%, bathrooms with 47%, free span with 30%, handrails with 25% and tactile floors with 8%.

The School Census (INEP/MEC, 2020) has accessibility data only for the years 2019 and 2020, which show that 60% of schools still do not have any measure of architectural accessibility. Accessible bathrooms (47%) and the presence of handrails (25%) and ramps (48%) are among the most common accessibility features.



However, the Brazilian Law of Inclusion determines that teaching environments are fully accessible.

It is worth remembering that these data are provided by the schools themselves and do not include other types of accessibility. Communication accessibility is an essential condition for the permanence and participation of many students. An important example of this is the need for availability of LIBRAS interpreters throughout the school shift, as well as the teaching of LIBRAS to all students, promoting an inclusive bilingual education. According to Romeu Sassaki, there are six dimensions of barriers that need to be overcome: architectural, communicational, methodological, instrumental, programmatic and attitudinal - that still prevent learning and coexistence of all in equal conditions (SASSAKI, 2020). Therefore, it is necessary to create actions that measure and remove the barriers of the dimensions not covered by the data.

Another relevant point, also addressed in the document *Educação Já 2022*, is the need for advances in the teaching career, so that teachers are well prepared, motivated and have adequate working conditions in all schools. Among the complex challenges facing the development of the teaching profession, many are related to Inclusive Education.

Monitoring report conducted by UNESCO in 2020 shows that while 70% of Latin American countries provide, in laws or policies, by teacher training for inclusion, in general or for at least one group, and 59% provide in laws, policies or programs by teacher training for Special Education needs, more than 50% of teachers in Brazil, Colombia and Mexico reported a great need for professional development in the area of teaching students with disabilities



(UNESCO, 2020). According to a survey conducted by Datafolha, 71% of people interviewed agree with the statement that teachers have an interest in teaching children with disabilities, however, 67% agree that they do not have the training to do so (INSTITUTO ALANA, 2019).

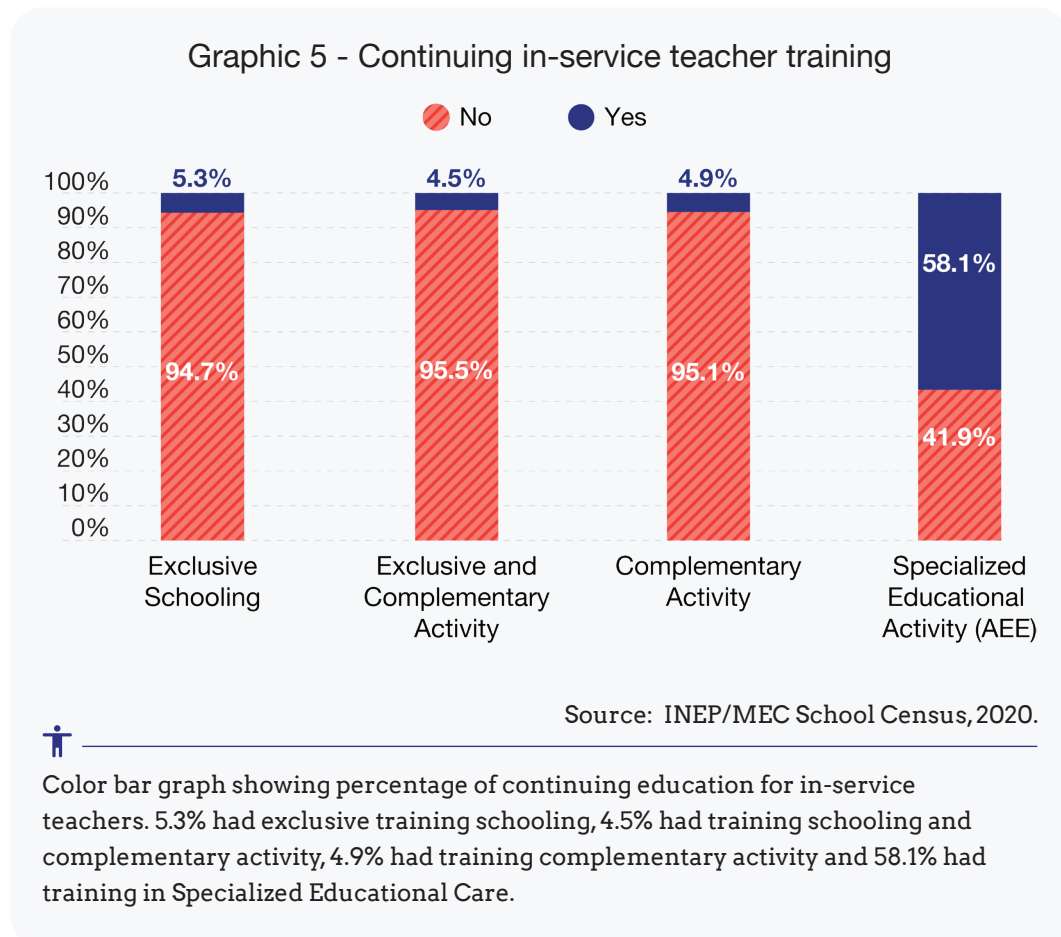
A recent survey commissioned by the Lemann Foundation, in partnership with the Instituto Rodrigo Mendes and conducted by Datafolha, shows that the vast majority of Brazilian teachers (83%) understand that inclusion contributes to learning, with 70% of them believing that inclusion is better for the learning of all students and 13% trusting that it is better for students with disabilities. In addition, the vast majority of teachers interviewed (95%) know that it is the right of students with disabilities to have access to regular schools and share their spaces with others. However, 40% of teachers never had access to training on the topic of inclusion of target audience students for Special Education, being more significant in Secondary Education, stage in which 50% of teachers said they had no training on the topic (Datafolha, 2022).

It is important to remember that, if on the one hand, training education professionals has great potential both for removing attitudinal barriers and for expanding accessible and anti-discriminatory strategies, methodologies and practices aimed at the whole class, without exception, on the other hand, their lack cannot be used as an argument for not receiving with quality any student, regardless of their physical, sensory, mental characteristics, among others.

With regard to teacher training, in 2020, those with continuing education (minimum of 80 hours) in Special Education are in the minority. Furthermore, it is not possible to know the perspective



adopted in these courses: whether its approach would be focused on the subjects' impairments, i.e., still adopting a paradigm that should be outdated from the medical model of disability, or whether it is inclusive, aiming to eliminate barriers so that students with and without disabilities have equal learning opportunities in common schools:



The AEE (Specialized Educational Service - AEE) teachers have a higher percentage of training in Special Education, as expected. However, inclusion implies that teachers in the regular classroom welcome and teach students with disabilities along with others. Therefore, these teachers need to have the sensitivity and the necessary pedagogical tools and resources to offer the contents



of the Common National Curriculum Base (BNCC) in an inclusive manner that respects the learning potential and modes of each student. Continuing education courses have the important role of contributing to the increase in the quality of Education for all. On the other hand, measures are also needed to improve initial teacher training. Still, the absence of training cannot be claimed to deny the inclusion of any students with quality.

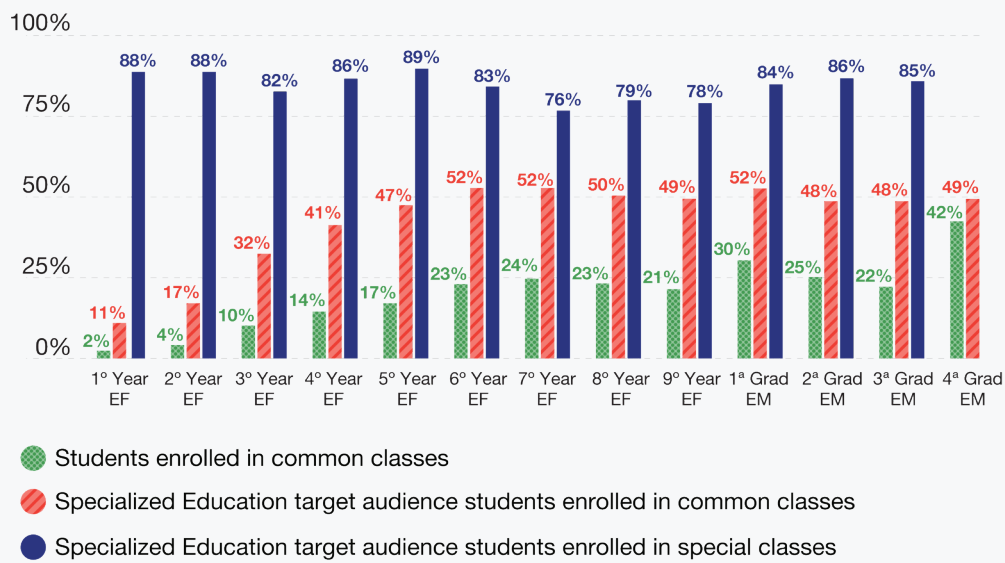
The selection of professionals for careers in teaching needs to consider inclusion as a relevant issue. For the Specialized Educational Service teachers, the selection should no longer occur by type of disability, but under the viewpoint that prioritizes the individual potentials, that is, with multifunctional profiles. In addition, conditions should be provided for the development of collaborative work between the Specialized Educational Service teacher and the regular classroom teacher, such as extra-class hours that can be devoted to inclusive educational planning, construction of accessible teaching and learning materials, among other demands.

The document Educação Já 2022 presents aspects of income, race and gender, regarding inequalities related to learning. However, it is not possible to expand the discussion to the target audience of Special Education, since the Saeb and Ideb do not include variables that allow the identification of these students. It is important to mention that the essential skills of Reading, Writing and Mathematics are indispensable for everyone, without exception.

Therefore, learning assessment needs to be improved to include the target audience of Special Education, understanding learning as a process, a journey, beyond the result and performance, and respecting their singularities. In view of the lack of data on the

performance in the learning of Special Education, we can verify as secondary data the age-grade distortion. In specialized institutions, this distortion happens much more markedly than in common schools and much higher among the target audience students of Special Education than with the others:

Graphic 6 - Age-grade distortion of enrolled students



Source: UNICEF, 2021.



Color bar graphic showing percentage of continuing education for in-service teachers. 5.3% had exclusive schooling training, 4.5% had schooling and complementary activity training, 4.9% had complementary activity training and 58.1% had training in Specialized Educational Service.

In addition to the age-grade distortion, there is also a higher number of disapprovals among students with disabilities, compared to the national average. Of a total of 859,942 enrollments, there were 98,701 distastes among students with disabilities (UNICEF/Cenpec, 2021).

However, this data should be read carefully. They represent both an entrenched culture of disapproval and school failure and a



challenge to improve the quality of Education as a whole. The culture of school failure combines disapproval, age-grade distortion and school dropout, under arguments of lack of skills and merits. It seems to fall more strongly on more vulnerable groups, such as students with disabilities, assuming they are unable to learn and naturalizing their disapproval.

According to UNICEF, the organization of education systems in series and the concepts of curriculum contribute to the culture of failure and disproportionately burden children and adolescents, blaming them entirely for their learning condition and ignoring that Education is a collective process. This process exempts those who teach from responsibility for creating new ways of teaching that can meet the singularities of students. Even today, most learning assessments aim to identify whether students have memorized and can reproduce the content taught, valuing a single skill and putting light only on the transfer of information. This practice reinforces discrimination and strongly contributes to school dropout (UNICEF, 2021).

Only with data about the effective learning of all we can advance in the quality of the educational system. However, it is worth remembering that this measurement should not be used to promote exclusion and reduction of rights, such as the transfer of students to segregated environments/institutions. With this, the challenge of reducing the age-grade distortion of students with disabilities and expanding the quality of learning becomes quite complex. It demands that the culture of school failure that values meritocracy, content reproduction and discriminatory practices is overcome, and needs to seriously consider the ability of all to learn, provoking creative and unique ways of measuring its evolution. Thus, the education system will be able to provide tools for the



construction of collective educational processes that are effective for all.

2.3 Challenges of Special Education in the context of the pandemic

The Covid-19 pandemic disproportionately affected the target audience of Special Education, since, with the emergency migration to a remote teaching model, there was no planning on the accessibility of classes and materials, for Specialized Educational Service and to ensure the permanence of students in schools.

Important research conducted by Datafolha concluded that only half of the families of students with disabilities said they had received some guidance on how to support the student in activities at home during the pandemic, if necessary. Only one third received some activity with accessibility and only 37% had a Specialized Educational Service teacher working together with the regular classroom teacher (Datafolha, 6th wave, May 2021). In the next edition of the same research, it was demonstrated that 52% of the students did not take classes with accessibility resources and 43% did not receive activities with accessibility resources (Datafolha, 7th wave, September 2021).

It is also relevant to recognize that the pandemic has definitely changed the education scenario, being a priority to ensure access to connectivity and a quality hybrid education with communication accessibility so that it is possible for students with disabilities to learn on an equal basis with other students. At this point, it is essential that the digital exclusion observed during the pandemic is faced as a priority from that moment on.

In mapping the scenario of digital technologies applied to Inclusive



Education, the Instituto Rodrigo Mendes pointed out that there is a lack of solutions thought in a single time in the improvement of teaching strategies for all students and that they are accessible natives so that everyone can enjoy with quality what is being proposed in the classroom, using the principles of Universal Design for Learning (INSTITUTO RODRIGO MENDES, 2021). Thus, solutions adopted during the pandemic without accessibility requirements for access to the curriculum, or aimed exclusively at the public of Special Education, cannot be understood as an inclusive process, nor as solutions.

The return to face-to-face classes has been also a challenging event. At this moment it is necessary to monitor the presence and attendance of children and adolescents in the school environment, in order to avoid school dropout, instituting policies for the active search of this target audience. There is also a need for consistent production of empirical data that provides a photograph of the current learning and lag situation, a careful diagnosis of each student so that it is possible to develop strategies to accommodate the different needs in each of the territories.

The research “Protocolos sobre educação inclusiva durante a pandemia da Covid-19: um sobrevoo por 23 países e organismos internacionais ([Protocols on inclusive education during the Covid-19 pandemic: a flyby of 23 countries and international bodies](#)) elaborated by the Instituto Rodrigo Mendes, brought contributions to the planning of the return to classes for the target audience students of Special Education. Although the effects of the pandemic have been even more serious for this group, the complexity of this context cannot be used as a justification for them being deprived of access to learning (INSTITUTO RODRIGO MENDES, 2020).



Therefore, the challenges posed for Education in general also concern the target audience students of Special Education, but thinking this modality in an inclusive way adds a layer of actions that need to be planned in the resumption going forward, so that the right to Education is ensured in equal opportunities for all.

2.4 Monitoring, evaluation and control in Special Education policies

One of the main challenges today for planning concrete actions in the Special Education modality is the difficulty of monitoring and producing data in the area. Evidence and statistical data assist managers in decision making. There are several studies in the area of Education that present variables aimed at verifying educational inequalities, verifying social markers of historically vulnerable groups such as income, race and gender. However, for people with disabilities, the availability of data is scarcer and infrequent.

Far from being a Brazilian peculiarity, the scarcity of data on people with disabilities was the subject of the first International Seminar on the Measurement of Disability, held in 2001. The event led to the creation of The Washington Group on Disability Statistics, within the United Nations. Its goal since then has been to improve the production and availability of this data globally, including advocating for the creation of a unified, biopsychosocial assessment model of disability. Despite the progress made by the specialized group, recent reports such as UNESCO's Global Education Monitoring Report (GEM) (2020) and the Landscape Review of ICT for Disability-Inclusive Education (2022) reinforce the need to produce more systematic and organized data on the education of students with disabilities.



In Brazil, the INEP/MEC School Census is mainly used in the planning of public policies for special education in Basic Education. The first and main indicator of Public Policy on special education is the data on the evolution of the number of enrollments in inclusive schools. They should be analyzed at the national, state and municipal levels to find the main regional differences, since there is a wide variety of socio-political and also regulatory contexts. However, the production of other important indicators is still pending, such as school exclusion, which is hindered by the inconsistency of the methodology for identifying people with disabilities, causing a difficulty in crossing with the bases of the National Continuous Household Sample Survey (PNAD Contínua), of IBGE.

In addition, it is necessary to improve the production of data on school exclusion and quality of Education. With regard to quality, today it is possible to monitor age-grade distortion and dropout rates as a proxy, but it is necessary to discuss ways to incorporate the target audience of Special Education in national assessments such as Saeb and Ideb or to develop more appropriate assessments with the vision of Inclusive Education.

The accessibility data from the School Census gives an overview of the architectural barriers of schools. Constantly tracking this data can create parameters and goals for improvement to ensure student retention. It would be important to evaluate the other social barriers that may prevent them from staying in school and to develop indicators capable of monitoring them.

Finally, it is possible to monitor, through the School Census, the percentage of teachers with continuing education in the area of Special Education. Another point is to conduct research on



undergraduate courses in pedagogy or degree that address the topic of Special Education. However, for this, it is necessary to have the perception that (1) all educators, not only those of AEE, benefit from continued training in the care of target audience students for Special Education; and (2) it is necessary to produce information about the quality of these courses and their premises, which should be inclusive and multifunctional and not by type of disability or focused on the impediments of the subject. The School Census indicates the number of trained teachers, but does not provide qualitative data on this.

Regarding the funding of Special Education, the advancement of public policies depends on the transparency of information about how the resources are being invested. An important point, mentioned by Souza, França, Castro and Prieto (2020), is the imprecision of the data that make research difficult, since, in the reports made available by Siope, only the Statement of Expenses of the Education Function brings the record of the expenses of the subfunction Special Education, however, this field does not exist in relation to the transfers of Fundeb. Therefore, it is urgent that the Federal Government changes the expenditure statements in order to ensure the monitoring and control of the resources linked to Special Education to enable the identification and monitoring of the items invested in Inclusive Education (Souza, França, Castro, and Prieto, 2020).

Thus, public administrators have an important role in monitoring and evaluating public policies on Special Education from an inclusive perspective. The improvement of data production at the federal, state and municipal levels is an essential condition for civil society to be able to monitor the results of implemented projects and programs and suggest necessary advances. In addition,



evidence-based policy decisions increase the impact of outcomes, optimizing the use of public resources.

3. PATH INSPIRATION

School inclusion is a long process, which is already a reality in many schools in Brazil. Its success depends on well formulated and implemented public policies, investment of public resources in infrastructure, teacher training and accessible teaching materials, as well as the engagement of the whole school community, families and, eventually, partnerships in the school territory⁴. There are examples of policies and solutions already implemented in Brazil that can inspire paths. Some of them are presented below.

3.1 Examples of policies and solutions already implemented in Brazil

In addition to all the legislation described in topic 1.2 of this document, Brazil has a national policy, defined as Special Education Policy from the Inclusive Perspective ([Política de Educação Especial na Perspectiva Inclusiva - PNEEPI](#)), which was prepared by a Working Group established by Ministerial Ordinance n° 555, of June 5, 2007, extended by Ordinance n° 948, of October 9 2007, with intense civil society participation. It was from its implementation that the enrollment numbers of students with disabilities in the common classes increased, as it reaffirmed the option for a fully inclusive educational system.

The policy adopted the social concept of disability, and listed among

⁴ The Diversa portal brings numerous cases that demonstrate the evolution of students with and without disabilities. Some examples can be seen in the videos of the schools of Secondary Education [E. E. Prof. Andronico de Mello](#), [E. E. Prof. Cid Boucault](#), [E. E. Dr. Genésio de Almeida Moura](#), [E. E. Orosimbo Maia](#) and [E. E. Profa. Inah de Mello](#), all components of the public network.



its objectives: ensuring access to inclusive regular education, with participation, learning and continuity at the highest levels of education, with the provision of Specialized Educational Service (AEE), family and community participation, architectural accessibility, transportation, furniture and communications, and information and intersectoral articulation in the implementation of public policies. This national policy encourages states and municipalities to adopt the same inclusive perspective in their own education networks, in addition to bringing several practical elements of how to perform inclusion and enable the permanence of students with disabilities, global development disorders and giftedness/high skills in school.

However, with regard to Education, states and municipalities have enough autonomy in the management of their own educational policies. While some states have an established inclusive education culture and inclusive policies, others need to advance and restructure their regulatory frameworks from the maximum hierarchical parameter in our legal system, which is the Convention on the Rights of Persons with Disabilities. Therefore, it is important to mention the states that have enrolled all the target audience students of Special Education in inclusive public schools, which is the case of the states of Acre, Alagoas, Espírito Santo, Rio Grande do Norte, Roraima and Santa Catarina⁵.

In 2017, the state of Acre published the [CEE/AC Resolution No. 277/2017](#), which, already in article 2, determines that every student with disabilities, global developmental disorders, learning disorders, high skills/giftedness be enrolled in the common classes of regular education and Specialized Educational Service, and it is up to the

⁵ It is important to remember that these numbers concern only students enrolled in the education system, not representing school exclusion data, as well as quality parameters.



schools to organize themselves for the care of students, ensuring them the necessary conditions for a quality education for all. A good example of the adoption of school inclusion practices is the Clarisse Fecury School, in Rio Branco, Acre, where Specialized Educational Service takes place in the school itself, and the school community has changed significantly, ensuring the school success of each and every one. School management has established several partnerships to promote the inclusion of children with disabilities. In addition, the School's Political Pedagogical Project already includes equity as a guiding principle and the values of Inclusive Education (MENDES, 2020)⁶.

In 2016, the state of Rio Grande do Norte instituted the [Resolution No. 03/2016-CEB/CEE/RN](#), which regulates the AEE and ensures the student with disabilities the conditions of access to the curriculum, promoting the use of teaching materials, spaces, furniture and equipment, communication systems and other services in all stages and modalities of Basic Education. In addition, it provides an auxiliary teacher to work in collaboration with the teacher regent and the professor of AEE, determines the fulfillment of the requirements of physical and pedagogical accessibility, through books and texts in appropriate formats, use of assistive technology resources and other technologies relevant to access to communications and information, guarantee of accessible public transport and other support. One of the state schools had a teacher, Patricia Barreto, [awarded in Educador Nota 10](#), in 2019. The proposed project discussed and resumed the territory of students'

⁶ This and many other cases are reported in the book *Educação Inclusiva na Prática [Inclusive Education in Practice]*, which expose diverse experiences that demonstrate how we can welcome everyone and pursue high expectations for each student. The case studies presented in the book are from four regions of Brazil and from all levels of education, proving that inclusion is possible in the most diverse scenarios.



experience and 115 students participated in it, two with gifted/high skills and one with visual impairment.

The state of Roraima, on the other hand, [held a public hearing](#) to build, collectively with teachers, school managers and families, an inclusive policy, recognizing that inclusive schools should value diversity, meeting their needs and developing the potential of each individual. The State Government and the State Board of Education expressly guarantee the unavailable right of access to Education in a school environment that is not segregated. The [Projeto Roraima 2030](#) was launched with the purpose of ensuring that all children, adolescents, youth and adults, especially the disadvantaged and those with disabilities, have access to schooling, learning in a comfortable, healthy environment free from all forms of violence.

All these examples show that express recognition, in legislation, of the option for an inclusive education system is the first step towards better indicators, in addition to being incentives for the schools themselves to transform. However, they do not exempt states from identifying persistent needs that must be addressed to improve Special Education modality and enhance Inclusive Education.



4. RECOMMENDATIONS OF POLICIES FOR SPECIAL EDUCATION





4.1 Objectives and expected results

The recommendations that will be presented below are based on the premise that all target audience students by the Special Education modality, i.e., students with disabilities, global developmental disorders and high skills/giftedness, should be guaranteed the right of access and permanence to a quality Education in common/inclusive schools.

In addition, for the policies, programs and projects in the field of Inclusive Education to be successful, it is assumed the consistent articulation of the various bodies that make up the education networks: central management bodies, school units and other instances involved in the educational offer (Education Councils, Councils of people with disabilities, legal operators, etc.) (MAUCH AND SANTANA, 2016).

In the next topic, we will present some priority recommendations, organized into seven pillars of action with developments for actions of the Federal Government and state governments. They are:

- 1. To ensure that every student is enrolled in common/inclusive schools;**
- 2. To combat setbacks in rights and the culture of segregation of target audience students for Special Education;**
- 3. To produce and disseminate, in a secure manner, data and indicators of exclusion, dropout and learning for Special Education;**
- 4. To ensure the conditions for access, participation and permanence of target audience students of Special Education and accessibility in all its dimensions;**



5. **To promote actions focused on improving the quality of Education for students with disabilities;**
6. **To increasing initial training and investing in the continuing training of all teachers, adopting an inclusive perspective;**
7. **To invest public resources in common schools, with budgetary priority and planning for the transition to a fully inclusive education system.**

4.2 Recommendations for improving Special Education

1 - Ensure that every student is enrolled in common/inclusive schools: with regard to Special Education, the first and foremost challenge is that **every student is enrolled in common schools**. Public Education policies designed by Brazilian states and municipalities must be in accordance with the Federal Constitution and the Convention on the Rights of Persons with Disabilities and the Brazilian Inclusion Law, adopting fully inclusive systems and creating conditions for the enrollment of all students with disabilities in regular schools. No school, public or private, should be permitted to refuse enrollment under any allegation. In addition, active search measures should be adopted for students who are out of school, as well as a ban on homeschooling, which could end up excluding students with disabilities from the school environment.



FEDERAL GOVERNMENT

It must protect and strengthen the constitutional command of Inclusive Education, ensuring the implementation of a National Policy on Special Education from the Inclusive Perspective, as well as combat any kind of setbacks in rights. In addition, it should associate the transfer of federal resources to the condition that they are made to common public schools so that there is priority for investment in the public school network.



STATE GOVERNMENTS

A central point for ensuring enrollment in regular schools is to plan the transition of those students who currently attend specialized institutions to the public network. To this end, each state should evaluate the Special Education policies they currently adopt, promoting improvements in the different aspects of inclusion, and adopt practical measures to enable this transition. In addition, states should commit to intersectoral actions to actively seek out target audience students for special education, prohibit homeschooling and measures to ensure their permanence in teaching and learning environments.

2 - Combat setbacks in rights and the culture of segregation of target audience students for Special Education: The challenge of ensuring inclusion for all also includes the need to prevent target audience students for Special Education from being segregated in segregated institutions, ensuring that they have the right to live with their peers of the same age. All governments must first



commit to an inclusive educational system. In this sense, no setback to segregation policies should be allowed or encouraged. In 2020, Decree No. 10,502/2020 was promulgated, appointed by civil society as the Decree of Exclusion. The Supreme Court declared its unconstitutionality in an injunction. If it had even produced effects, it would represent a setback of about 30 years to the achievements of the area of Inclusive Education in Brazil. However, the final decision remains pending and candidates for elections in 2022 must make a commitment to owe this or any other regulation that represents setbacks to rights already won, immediately revoking the aforementioned Decree. The parameters determined in the National Policy of Special Education in the Inclusive Perspective and in the Brazilian Inclusion Law are excellent milestones to operationalize public inclusion policies.



FEDERAL GOVERNMENT

It must adopt measures that maintain and strengthen the PNEEPEI and revoke Decree No. 10502/2020. Under any circumstances, it is the role of the Federal Government to adopt a stance prohibiting setbacks in the area of Special Education and the inclusion of students with disabilities in common schools. It is important that this agenda is a priority and that intersectoral policies are constructed, that articulate a network of protection of children, with health, social assistance, among others, and that enable the improvement of quality for all in Brazilian public schools.



STATE GOVERNMENTS

To the extent that states, exercising their constitutional autonomy, adopt public policies of Special Education with their own parameters, it is important to be in the inclusive perspective. Thus, they should appreciate the presence of multifunctional resource rooms, availability of support professionals and teachers of specialized educational care, accessibility in schools and teacher training. Education indicators advance and the culture of an inclusive society evolves. Moreover, the more consolidated these policies, the less subject they are to setbacks and regressions arising from the federal scope. Therefore, it is urgent to strengthen public state networks to receive with quality the target audience students of Special Education.

3 - Produce and disseminate, in a secure manner, data and indicators of exclusion, dropout and learning for Special Education: another relevant point is the commitment to the production of data, through a unique assessment of disability, built in dialogue with civil society and the movements of people with disabilities, which allows the crossing of the different national databases in the sector. In addition, it is necessary to focus efforts on the construction and collection of data and indicators about children and adolescents who are out of school, either by exclusion or dropout, and, from the results, create measures to prevent and combat these situations. Other data that need to be improved in Brazil refer to the training of the regent teachers and AEE, as well as on the quality of learning of the target audience students of Special Education and implementation and operation of the



multifunctional resource rooms. In this sense, it is necessary to invest human, financial resources and efforts to produce indicators and data of exclusion, dropout and learning of the target audience of Special Education.



FEDERAL GOVERNMENT

It has a central role, since it needs to adopt a single model of disability assessment that (1) has as parameter the social model of disability, as stipulated by the CRPD (International Convention on the Rights of Persons with Disabilities) and (2) has been discussed and approved by civil society. Thus, it will be possible to cross-reference the different national databases to obtain a more accurate indicator of children in situations of school exclusion. Then, Inep must republish the microdata of the Educational Census to allow the evaluation of the situation and historical series of the different modalities and profiles of students. It is important that this basis allows the singularization of the student and the historical analysis also to obtain data on school dropout, allowing to recognize the number of students with that profile who have ceased to attend the education system, besides allowing the analysis of other personal dimensions of children and adolescents with disabilities, such as income, gender and race. In addition, IBGE should include questions about disability in the respondents' profile in the PNAD to ensure more accurate information about this public.



STATE GOVERNMENTS

They should collect, organize, analyze and disseminate statistical data that allow identifying students in situations of exclusion or dropout, in addition to monitoring and evaluating the situation of the target audience students of Special Education in their educational networks. It is recommended to integrate the databases of the different secretariats and the various programs and state policies.

4 - To ensure the conditions for access, participation and permanence of public target audience students of Special Education and accessibility in all its dimensions: the physical presence of students in common schools is an important step towards the real change that is intended, but it is not enough, and all measures should be adopted for their full participation on an equal basis with the other students. Therefore, it is important that barriers to their access and permanence be removed, in addition to the need to guarantee the provision of care support professionals whenever necessary. Care support professionals should be offered in quantity and quality that allows students access, permanence and participation in school, and training should be offered in an inclusive perspective to these professionals. The data from the School Census, presented in topic 2, show a great delay in architectural accessibility. However, there is very little evidence produced about the other barriers: communicational, methodological, instrumental, programmatic and attitudinal. All these dimensions of accessibility need to be transformed in schools for inclusion to occur with quality.



FEDERAL GOVERNMENT

Maintain and strengthen deployment programs and equipment for multifunctional resource rooms, as well as programs to support the continuing training of teachers. The Programa Dinheiro Direto na Escola (Direct Money at School Program - PDDE) should maintain and expand transfers aimed at promoting accessibility in schools or other inclusion initiatives. At this point, it is important to resume the multifunctional resource room implementation program in ordinary schools, which has been abandoned in recent years. In addition, it is recommended that new programs be built to boost Inclusive Education, as occurred with the Projeto Livro Acessível [Accessible Book Project] and the Programa BPC na Escola [BPC Program at The School].



STATE GOVERNMENTS

In addition to resources and conditions to ensure accessibility, specialized educational assistance must be ensured. AEE is considered the set of activities, accessibility and pedagogical resources organized institutionally, provided in a complementary or supplementary way to the training of students in regular education, which should always be integrated with the pedagogical proposal of the school, involve the participation of the family and be carried out in conjunction with other public policies. It is important to remember that the AEE should always be complementary and never substitutive, to take place in the shift of classes for students who need it, with the support of multifunctional resource rooms whenever necessary, from an inclusive perspective and,



preferably, in the school that the student already has inclusive perspective and, preferably, in the school that the student already attends. The attendance of the student in full time regime does not prevent the offer of the AEE. In addition to this initiative, it is also essential the availability of assistance and support professionals, sometimes necessary for children and adolescents to attend schools.

5 - Promote actions focused on improving the quality of education for students with disabilities: in addition to access issues, it is important to focus on the quality of education for all. One of the aspects that guarantees the quality of Education is a broad investment in teacher training, in which aspects of accessible methodologies, inclusive pedagogical planning and Universal Design for Learning are taught, that is, that the classroom teachers prepare their activities and materials in order to contemplate the learning of all students, including those special education target audience, as indicated in item 6 of this document. In addition to the measures suggested in item 4, another important point for increasing quality is to provide class hours so that the classroom teacher can work collaboratively with the Specialized Educational Service teacher. Finally, it is important that the learning of students with disabilities is taken seriously, respecting the singularities and potentialities of each one.



FEDERAL GOVERNMENT

Invest in the construction of national assessments, such as Saeb and Ideb, from a perspective that also includes students with disabilities, global development disorders and giftedness/high skills, valuing their potentialities, but respecting their singularities. It is also important to invest in programs that provide accessible teaching materials, such as the Projeto Livro Acessível (Accessible Book Project), which aims to ensure accessibility, within the scope of the National Textbook Program (Programa Nacional do Livro Didático - PNLD) and the National School Library Program (Programa Nacional da Biblioteca Escolar - PNBE), ensuring to students with disabilities enrolled in public Basic Education schools, books in accessible formats. Develop programs focused on the quality of Education for each and every one.



STATE GOVERNMENTS

State education networks must combat the culture of disapproval and age-grade distortion and work on the quality of Education. The improvement of individualized care, the availability of multifunctional resource rooms, Specialized Educational Service, availability of accessible teaching materials and support professionals when necessary, as guided by the Brazilian Law of Inclusion, would already represent a major advance in the quality of Inclusive Education and in the conditions of permanence of the target audience students of Special Education in Brazil. Innovations capable to deconstruct



the culture of school failure should be produced, while taking seriously the learning of target audience students for Special Education, also with regard to the Common National Curricular Base (Programa Nacional da Biblioteca Escolar - BNCC).

6 - Increasing initial training and investing in the continuing training of all teachers, adopting an inclusive perspective:

it is necessary that, from the initial training of teachers, there are disciplines focused on Inclusive Education. In addition, it is necessary to invest in continued training, promote better working conditions and advance the career plan for Brazilian teachers. It is important to point out that training in Inclusive Education is essential for all classroom teachers, not only for Specialized Education Service teachers. The training has the mission to provide tools and reduce attitudinal barriers to learning for target audience students for Special Education and improve the quality of education for each and every one.



FEDERAL GOVERNMENT

Implement national teacher training programs, such as the Plano Nacional de Formação de Professores da Educação Básica (National Plan for Basic Education Teacher Training - Parfor), to support states and municipalities in this task. It is very important that these programmes encourage training in Special Education modality from an inclusive perspective.



STATE GOVERNMENTS

Promote broad continuing education actions in their education networks, aimed both for teachers of specialized educational service and for regular classroom teachers. In addition, it is important to value teaching careers, allowing educators more stable work contracts that guarantee longer permanence in schools and working conditions. It is worth noting that AEE teachers should be hired from a multifunctional perspective focused on learning and not on preventing students, thus combating the culture that, in to teach these students, it would be necessary to specialize in some specific type of disability.

7 - Invest public resources in mainstream schools, with budgetary priority and planning for the transition to a fully inclusive education system: othe advancement of Inclusive Education depends especially on investment in support, teacher training, accessible teaching materials and removal of barriers in general. The Federal Constitution assured everyone the right to Education (Art. 6), as well as affirmed access to free public education as a subjective public right from 4 to 17 years old (Art. 208, VII, § 2).

Special Education modality's target audience students are throughout the educational cycle. To make your right to Education a guarantee, it is necessary public funding, which, in Brazil, occurs under a collaboration regime between the Union, the states and the municipalities.



The Fund for the Maintenance and Development of Basic Education and The Valorization of Education Professionals (Fundeb) distributes the resources based on the cost per student and number of enrollments in the various stages and modalities of teaching, always based on the data of the Education Census made by Inep in the previous year. As Souza, França, Castro and Prieto (2020) explain, the weighting factors of the distribution of resources are defined annually by the Intergovernmental Commission for Financing for Basic Quality Education, as provided for in item I of Art. 13 of Law No. 11.494/2007, and the minimum value per student/year of Special Education receives a weighted weight 20% higher than the student value/year of reference, not having undergone changes in the period from 2007 to 2019 (Souza, France, Castro and Prieto, 2020).

Decree No. 7.611/2011 determined, in its Article 9, that “for the purpose of distribution of resources from Fundeb, it will be admitted the dual enrollment of students in regular education in the public network who receive specialized educational care”, i.e., the student will be computed as having one enrollment in regular education and another in specialized educational service, which represents a major advance in the financing of the modality (Souza, França, Castro and Prieto, 2020). However, since the regulation of Fundeb, made by Law No. 14.113/2020, the enrollment and the transfer of resources to private institutions in substitutive and segregated Special Education, to provide full service to students with disabilities found in biopsychosocial assessment, periodically conducted by multidisciplinary and interdisciplinary team, under the terms of Law No. 13.146/2015, with a view, whenever possible, to the inclusion of the student in the regular education network and to ensure the right to education and learning throughout life, despite what the Convention on the Rights of Persons with Disabilities mandates.



According to UNESCO, investment in support, teacher training, accessible learning materials and barrier removal generally involves financial costs. The organization signals to a potential saving of resources with the elimination of parallel structures and the most effective use of resources in a single inclusive regular system. Most education systems in the world are far from ideal, so cost estimates are sparse and unreliable. An economic cost-benefit analysis is difficult to perform, since most of the benefits are immaterial. Inclusive Education promotes inclusive societies, in which people can live together and diversity is celebrated and built, as a sine qua non for democracy. But it is possible to assume that the resources applied to public schools will generate benefits beyond the target audience of special education, benefiting all students in the public education system (UNESCO, 2020).

The advance of Inclusive Education depends on a transition plan so that children and adolescents are transferred to public schools close to their homes and resources are no longer applied to specialized private institutions that have substitute and segregated service and are fully invested in common schools, especially with regard to first enrollment, referring to regular education.



FEDERAL GOVERNMENT

Focusing federal public investment in ordinary public schools, ceasing to finance schooling in private institutions in substitute and segregated special education in the most diverse federal programs, as established by the CRPD. It is important, therefore, that Fundeb resources are not intended for schooling in private institutions of specialized service. In addition, the transfer of investments in collaboration with the Federal Government in programs such as the Direct Money at School Program (Programa Dinheiro Direto na Escola - PDDE), Articulated Action Plan (Plano de Ações Articuladas - PAR), among others, should be stimulated and expanded to ensure the permanence of target audience students of Special Education in the education system and increase quality.



STATE GOVERNMENTS

State networks, in addition to focusing investments in common public schools, should invest in support, teacher training, accessible teaching materials and removal of barriers, in general. The programs of state resources transfer, such as the PDDEs, should present lines of application of resources aimed at investing in inclusion, such as works to improve accessibility, technological resources that remove barriers and allow the full participation of target audience students of Special Education, acquisition of accessible teaching materials, among others.



5. CONCLUSION

This document, which is part of the 2022 Education Now initiative, addressed the main challenges currently faced to guarantee the Special Education modality from the perspective of Inclusive Education, which is the only possible in our legal system. The main objective of the proposal is that all target audience students of this modality (students with disabilities, global developmental disorders and high skills/giftedness) have and exercise their right of access and permanence to a quality education, in inclusive schools. The Convention on the Rights of Persons with Disabilities, a rule with constitutional status, is clear in establishing the obligation of signatory countries to promote an inclusive educational system at all levels. To this end, it is necessary to count on the commitment of Brazilian public managers to ensure, in practice, what is already provided in the broad legislation in force.

Adopt a strategic vision of the theme, which plans a broad and extensive agenda of actions aimed at enabling a uniquely inclusive system, enables both the guarantee of rights and the optimization of public investments destined to the educational networks.

Implement an Education that promotes respect for diversity and the reception of all students, regardless of origin, creed, ethnicity, color, socioeconomic condition, sexual orientation, gender, physical, psychosocial, intellectual or sensory conditions, can contribute not only to the repair of historical injustices, but, above all, to improve the quality of Brazilian education.



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