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INCLUSIVE EDUCATION IN BRAZIL AND THE ROLE OF SOCIAL WORKERS IN IMPLEMENTING THIS POLICY

Millana da Nobrega e Souza

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Abstract: Inclusive education is a branch of public education policy, which aims to guarantee access and permanence of people with disabilities in regular schools, based on the principle of equity, aiming to provide this public with the same experiences that that people without disabilities experience in the school environment, that is, inclusive education strives to benefit not only students with disabilities, but also the school as a whole. Therefore, this work is divided into two moments, the first consists of discussing the trajectory of inclusive education in Brazil since the emergence of APAE's. In view of this, the article briefly presents the milestones and legislation that aim to guarantee quality education for people with disabilities. The second moment is the emergence of the role of the Social Service professional in education, where the work of this professional in this policy takes place in identifying and meeting the demands arising from the "social issue", which will seek to resolve the demands of students through the viability of their rights, as well as minimally providing them with critical training that guarantees the understanding of the conditions and contradictions inherent to the life of the working class, in addition to seeking to strengthen education policy, in order to consolidate it through appreciation of professionals inserted in the school network.

Keywords: Inclusive Education; Disabled people; Social Worker.

INTRODUCTION

In more recent years, the inclusion of people with disabilities in the regular education system has gained considerable notoriety in spaces for discussion and planning about education, both in the academic sphere and in society itself. The actions articulated in these debates favored a considerable reduction in the challenges faced by this public, however, we still need to understand and reflect that

there are many difficulties that arise for them with new aspects in their daily lives, hindering their insertion and permanence in the school environment.

To have a clear understanding of the importance of raising, even if transversally, the debate on how Social Workers, as professionals inserted in the bourgeois order and within the framework of the socio-technical division of work, will act in relation to the demands of the expressions of the "issue social" related to education, in order to implement this constitutionally guaranteed right, the parameters proposed by the Federal Council of Social Service (CFESS) were used.

THE TRAJECTORY OF INCLUSIVE EDUCATION IN BRAZIL

To address inclusive education in Brazil, it is mandatory to go through the debate on the importance of APAE's, as it was through these institutions that interest in the education of people with disabilities took place in the 1950s, more precisely in 1954 with the founding of the first Association of Parents and Friends of the Exceptional (APAE), this project being developed by Beatrice and George Bemis.

According to the APAES Foundation Manual (2012-2014, p. 6):

Apae is a civil, social assistance, philanthropic association, operating in the areas of prevention, education, health, work/professionalization, guarantee of rights, sport, culture/leisure, study and research and others, non-profit and for non-economic purposes, with an indefinite duration, having its headquarters and jurisdiction in the municipality in which it is located.

These associations have administrative and legal autonomy from the public administration and are aimed at improving the quality of life of people with disabilities, through the promotion and coordination of actions to defend rights, prevention and support for the families of these people. They are structured

into a Regional Council, Federation of State APAES and National Federation of APAES. Another relevant point for the debate that the APAES Foundation Manual (2012-2014, p 8-9) brings is that:

Apaes, in its commitment to building a fairer and more inclusive society, strives to encourage and promote improvements in the quality of life of people with disabilities, preferably intellectual and multiple, in their life cycles, children, adolescents, adults and the elderly, of so that they can find the necessary resources, a dignified life and the full exercise of citizenship in their community. Thus, Apaes seek in each municipality to eliminate factors that promote exclusion, expand accessibility and enforce rights.

In view of this, it is possible to understand that APAES encompass not only the education of children and adolescents with disabilities, but also that of adults and the elderly, stimulating their abilities and respecting their limits, always with the aim of promoting social participation of these people within their communities, as well as civil society as a whole.

Likewise, it is important to highlight that APAES, as they are a service inherent to the third sector and receive few subsidies for maintenance in structural and financial support from the State, do not replace the teachings transmitted in regular basic education schools, but they can act as work beyond school, offering specialized services from trained multidisciplinary teams that work together to provide greater personal, intellectual and social growth for people with disabilities.

It was from the 1970s onwards that the idea of inclusion gradually gained strength in Brazilian society through discussions on special education, causing governments to be minimally concerned with founding institutions and bodies backed by law, which

would assist in the treatment and teaching of special education. person with a disability, creating special classes in regular schools (ROGALSKI, 2010).

Therefore, the history of the emergence of special education took place amid struggles, organizations and achievements of legislation aimed at realizing the rights to education of people with disabilities. An important milestone in this journey is the Declaration of Salamanca (1994), which provides support for the practice of inclusive education, as well as other laws, which will be explained shortly.

The perspective of inclusive education, as we already know, is aimed at the education of people with disabilities, it is also made possible through Brazilian laws such as the Statute of Persons with Disabilities (Law no. 13. 146 of 2015), the National Policy for Integration of Persons with Disabilities (Decree no. 3,298 of 1999), the Law on the Support and Social Integration of Persons with Disabilities (n. 7,853 of 1989), National Special Education Policy of 2008 and also by the Law of Guidelines and Bases for Education 1996.

According to the Statute of Persons with Disabilities in its Article 27:

Education is the right of people with disabilities, ensuring an inclusive educational system at all levels and lifelong learning, in order to achieve the maximum possible development of their physical, sensory, intellectual and social talents and abilities, according to their characteristics, interests and learning needs.

Single paragraph. It is the duty of the State, the family, the school community and society to ensure quality education for people with disabilities, keeping them safe from all forms of violence, neglect and discrimination.

(BRASIL, 2015, p. 7).

This article makes it clear that a person with a disability has the same right to a free, secular and quality public education as a person who

is not disabled and, in addition, must have their physical and psychological integrity protected from all forms of violence. such as bullying, which can cause harm and leave emotional scars on students with disabilities.

In addition to these aforementioned legislations, the National Special Education Policy is also worth highlighting, which is reinforced through Decree No. 6,571, of September 17, 2008, which provides for Specialized Educational Assistance (AEE).

According to Mantoan (2010, p. 17):

AEE complements and/or supplements the student's training, aiming at their autonomy at school and outside, constituting a mandatory offer by education systems. It is preferably carried out in regular schools, in a physical space called the Multifunctional Resource Room. Therefore, it is an integral part of the school's political pedagogical project.

In view of this, it appears that special education directs its actions to meet the specificities in the educational process of students with disabilities. Understanding that this type of education complements that of regular education, in which both work together and in an articulated way so that teachers in these areas can evaluate students with disabilities through their skills, as well as exploring all the resources necessary for learning. quality of students, stimulating them through educational activities and games (mathematics, reading, logical reasoning), so that other skills can be awakened in these individuals.

According to Maria Odete Emygdio da Silva (2009, p. 148):

Inclusive education assumes that all students are at school to learn and, therefore, participate and interact with each other, regardless of the more or less complex difficulties that some may experience and to which it is up to the school to adapt, namely because this attitude constitutes a challenge that creates new learning situations.

This way, Inclusive Education is based on a vision of social equity, so that people with disabilities can be included in school and have conditions to remain, to adapt structurally and educationally speaking, being able to form concrete bonds of friendship, respect and trust with the entire school community. This shows how much inclusive education benefits not only students with disabilities, but also the school as a whole, by encouraging all subjects who are there to know how to live with differences, reducing prejudices and exploring diversity and experiences between the parts.

However, it is also necessary to highlight the difficulties faced by schools on the path to guaranteeing quality inclusive education. To this end, the Salamanca Declaration (1994, p. 4) states:

The challenge that confronts the inclusive school is with regard to developing a child-centered pedagogy capable of successfully educating all children, including those who have severe disadvantages. The merit of such schools lies not only in the fact that they are capable of providing a high-quality education to all children: the establishment of such schools is a crucial step towards changing discriminatory attitudes, creating welcoming communities and developing an inclusive society.

It is worth noting that, in addition to this difficulty for the school to develop and implement a pedagogy that precisely meets the educational demands of students with disabilities, there are also other difficulties that deserve to be highlighted, such as: the physical barriers within the institution and that for this, it is necessary for the government to invest in education, especially in the area focused on inclusive education, in order to solve these structural problems through reforms that adapt the school so that it meets the specificities of students, and also of teachers and other employees who make

up the school, school community and may be people with disabilities.

This makes us reflect that the mere physical presence of people with disabilities in regular classrooms does not guarantee that they are included, but rather, simply integrated, making them members of the school as a whole. Inclusion goes beyond that, because it allows these people to participate in group activities both in the classroom and in events and events that the school provides.

It is in this rethinking of practices that schools present yet another notable difficulty on this topic, which despite the significant progress contained in the data already mentioned above, is due to the periodic lack of promotion of training not only for the teaching staff, but also for other employees in the community, school to face the demands posed by these students with disabilities.

Thinking about the actions and investments necessary for comprehensive care, not only for students with disabilities, but especially for these students, we advocate an expanded school, with more professionals working beyond the classroom. And it is at this moment that we highlight the need for professionals such as Psychologists and Social Workers. With regard to the social worker, we believe that the participation and performance of this professional would enable mediation of actions, investigating these expressions of the “social issue” in a specific way and seeking to address the demands presented, activating other professionals and specific institutions, so that thus the universal principle of the right to education can be implemented. Therefore, in this next topic we will briefly reflect on the possibilities and challenges for social work in this socio-occupational space.

SOCIAL SERVICE AND EDUCATION: POSSIBILITIES FOR SOCIAL WORKERS TO PROVIDE AN INCLUSIVE SCHOOL

Social Service is a profession regulated by Law no. 8,662 of 1993, which is part of the socio-technical division of labor and is intrinsically related to the capitalist mode of production and the antagonistic social relations resulting from it, mainly from the exploitation of labor, which generate expressions of the “social question”.

In the field of social relations, education deserves to be highlighted, whether it is spent within the family or at school, which plays an important role in society, as school helps in the socialization and production of knowledge of individuals. In this context, the school becomes an occupational space for the Social Worker, who will seek to reflect on the existence of complex expressions of the “social issue” within the school and beyond.

The presence of social workers in the area of education dates back to the 1930s, therefore, since the origin of the socio-historical processes constituting the profession. However, it is from the 1990s onwards, in line with the maturation of the professional ethical-political project, that a considerable increase in Social Service in the area of education can be seen in Brazil (CFESS, 2011, p. 5).

This way, education policy is established as one of these new areas of Social Service intervention, which begins to analyze the strategic position that the school occupies as a complex field, but constitutive of social life as it encompasses political, economic, social and social processes. cultural, enabling individuals to have minimal critical training. In this sense, and in accordance with the Federal Council of Social Service (CFESS), it is necessary to point out the possibilities and obstacles for the materialization of the professional ethical-political project, within the scope of education policy.

Some of the possibilities for the materialization of the professional ethical-political project highlighted by CFESS are those expressed by the principles of the Code of Ethics; for the legal framework that ensures social rights; through direct contact with the population served (families, community and education professionals); for the autonomy that the social worker has in relation to his/her professional practice, among others. In relation to obstacles, the limits imposed on family participation in school management and educational policy stand out; to the few productions and studies on Social Work in education; the precariousness of resources; the lack of understanding among other education professionals about the need for Social Work to operate at school, and so on (CFESS, 2011).

Another important document that we will use for the debate on the insertion of Social Work in the educational space is the one prepared by the CFESS-CRESS group (2013), which provides support for the implementation of the ethical-political project of the profession within education policy, through the parameters of the Social Worker's performance in the educational system. Thus, the document says that:

Education can be considered a privileged space for the enrichment or impoverishment of the human race. Thus, from the perspective of strengthening the ethical-political project, the work of the social worker in Education Policy presupposes reference to a conception of emancipatory education, which enables social individuals to develop their potential and capabilities as a human gender (CFESS-CRESS, 2013, p. 33).

This statement refers to the fact that Social Workers must always be guided by the principles, rights and duties contained in their Code of Ethics so that their professional action aims to legitimize freedom as a central value, seeking at the same time, the attempt to reduction of social inequalities, through

the feasibility of rights, which in this case, is education with a universal right and common to all audiences. With this, it can be minimally guaranteed that professional competencies and duties are not dissociated from the orientation of the profession's ethical-political project, ensuring the professional understands the constitutive processes of this field of activity (CFESS-CRESS, 2013).

According to the CFESS-CRESS group (2013), the hallmark of the inclusion of Social Workers in education policy has been, without a doubt, to guarantee access to school education. However, the document still states that although access expansion strategies have increased, this does not mean that the universalization intended by this policy has been achieved, but rather that there has only been an uneven expansion in its structure.

The writing also points out that these strategies are based on the hypothesis that it is not exclusively up to the state to guarantee expanded access, due to the division of this responsibility with other segments of civil society and the new redirection of public funds that are focused on educational processes.

The issue of guaranteeing quality education is another dimension addressed by the CFESS-CRESS group (2013) and which particularizes the introduction of Social Work in education. This perspective is linked to the contribution to human emancipation, as well as the development of intellectual training that guarantees the mastery of cognitive skills and training subjects. In this context, the Social Service professional's concern is that students can at least have critical training that guarantees an understanding of the conditions and contradictions inherent to the life of the working class.

In this context we can observe the relevance of the Social Worker professional in education policy, and specifically in the scope of inclusive education, whose work will be carried out

jointly with the school community and also with civil society, seeking to guarantee access, permanence and educational quality, in addition to seeking to address the demands that students with disabilities have, in order to improve their performance and development.

The CFESS (2001) reinforces that Social Service in the educational sphere contributes to the realization of the right to education by carrying out social diagnoses, referrals to social and assistance services and the identification of social, cultural and economic factors, which affect the process of learning, causing low academic performance, aggressive attitudes and behaviors, in addition to school dropout for financial reasons.

Therefore, Margarezi (2010, p. 37) corroborates this by explaining that “Social Service is a fundamental profession to work towards guaranteeing education as a social right recommended in Brazilian laws, as well as directly assisting in the inclusion of people with disabilities in the regular network education”. The Social Worker inserted in collective work with other education professionals seeks to organize this working class by exercising their political-educational function through actions and dialogues that affect their consciousness as well as that of users of public education policy with the purpose of always seek advances towards the implementation of inclusive education.

Therefore, it is important to understand that inclusive education encompasses the involvement of the entire school community and the social community in order to provide greater personal and intellectual growth for people with disabilities, in a way that favors the socialization and inclusion of these individuals in the dynamic everyday life of society.

CONCLUSIONS

As we have seen, the process of implementing inclusive education in regular schools is historically marked by a series of discussions and transformations arising from the changes that the Brazilian educational system itself has undergone over the years. These transformations began to be accompanied by a consistent set of legislation, which provided support for the inclusion project to be implemented in a way that guaranteed the right to education for people with disabilities. However, the implementation of these milestones does not happen in an integral way, as it is crossed by different interests.

Since those schools that do not have the same conditions to receive students with disabilities, teaching/learning for this public will be more precarious and fragmented than for students without disabilities. Therefore, it is important to mention that the insertion of Social Workers in education has been to guarantee access to teaching and the permanence of students in the school environment, since it is in these spaces that individuals have the possibility of minimally critical training that enhances the development of their capabilities.

This professional collaborates in the most diverse areas of activity, such as actively seeking out family members for effective participation, investigating the needs of these students who may go unnoticed in their daily work, developing inclusion and fundraising projects, promoting strengthening of the multi-professional service network and participation in the elaboration of an even more plural and democratic political-pedagogical project.

In view of the above, it is expected that the theoretical production constructed here has highlighted the importance of the discussion about inclusive education, as even with

so many legal provisions that provide the opportunity to guarantee quality education, there is still much to be done in terms of education.

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