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To research involving people with disabilities and the inclusive perspectives: an international dossier

Pesquisar envolvendo pessoas com deficiência e a perspectiva inclusiva: dossiê internacional

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The dossier that we present here is aimed to address pieces of research involving people with disabilities and the inclusive perspective, being interweaved by researchers from the field of education, health and inclusive processes. We gathered approaches regarding documentary, empirical and theoretical-practical studies that take education or health as dimensions of subjective life, from the perspective of inclusion policies and practices. The inclusive perspective, in this case, is founded upon the understanding and acceptance of the premises of the Convention on the Rights of Persons with Disabilities, which has constitutional status in Brazil¹.

Within the referential gathered here, there are situations in which the researchers are people with disabilities and others in which the investigated topic has the effective participation of people with disabilities. Additionally, there are studies with emphasis on the permeabilization by people with

disabilities or concerning the survey of the sources of knowledge in order to understand how the area of special education, health and inclusive processes have dealt with the presence of these people throughout the process of knowledge production.

The proposal encompasses Irish, South African and Brazilian inputs sent by authors from different regions (Federal District, Rio de Janeiro, Rio Grande do Sul, Roraima, Santa Catarina, Sao Paulo and the Kubeo people, from the Northwest Amazon, who traditionally occupy territory in the forest Amazon, between Brazil and Colombia). The opportunity was seized due to the urgency of resuming the most advanced discussions on the rights of people with disabilities in the order of human rights as well as their active belonging to society, interfering in its directions and promoting the effective presence of diversity in the organization of government roles. Education and health are part in the promotion of inclusive processes to the extent that they configure essential needs for quality of life, for exercising social participation and for making decisions regarding the literacy of the world and healthy living. It constitutes an ethical-political position that no longer places the population with disabilities in an isolated place, as if disability was an individual task to be overcome. Instead, it is inserted in inclusive processes in which policies, programs, projects, actions and activities should constitute solidary presence, friendship with the other and intense permeability to the different from oneself by force of the encounters with the diverse, with the plurality and with the otherness. At least one article shows the crossings with the covid-19 pandemic, an event that marks the recent period and introduces ethical issues in education and health for people with disabilities.

The scarcity of studies designed using the “researching-with” approach is added to the agenda that inaugurated the fight for the rights of people with disabilities, under the expression coined in the early 1980's as *‘nothing about us without us’*², the social movement of people with disabilities in the fight for processes of social participation. The contemporary thematization is presented from a very precise dimension: to actively accept and make room for human plurality, without ableism of any nature. As researchers belonging to the Education-Health boundaries and as advisors of post-graduate programs in education, we used the direction for the presentation of articles from Inclusive Education.

Although the themes unfold from different perspectives, the ethics of inclusion is central to public policies, proposals for care and professional training projects in different areas of knowledge. In recent decades, the focus on inclusive education has been a discussion of interest to the whole of public

policies, not only of school education, but also regarding the access to comprehensive health care and the formulation of pedagogical projects that guide the curricula in the training of education and health professionals. In fact, Education corresponds to the organisation of times and places that are then extended in life and work times, to the search for knowledge and practices to be built in the organisation of social and/or learning collectives and to the configuration of spaces for exchanges between unequal pairs, colleagues in distinct and singular experiences of complex learning.

At the normative level, Resolution No. 04/2009, of the National Board of Education, Decree No. 6949/2009 and Federal Law No. 13146/2015 (Brazilian Law of Inclusion of People with Disabilities) determine that the schooling of students with disabilities should occur in regular classes of school education, with effects that are shown in the expansion of enrolment in these spaces and the requirement of qualification of teachers and proposals offered by education.

According to the 2021 School Census³, the percentage of students aged 4 to 17 with access to special education from an inclusive perspective reached 93.5%. These data configure an educational landscape that is very different from the one known in the early 2000s. Such condition raises a new profile of debates and productions focused, for example, on the analysis of how the access to higher education has been triggered or what pedagogical alternatives have been occurring towards the permanence in school (beyond the access) in order to ensure learning, development and subjectivation. The articles in this dossier advance in this direction and invite interlocution. Its main body brings together different contributions that share the unconditional wager put on inclusive processes.

1. Mariele Angélica de Souza Freitas and Carla Biancha Angelucci, in the text “Social model of disability in Brazilian research within graduate programs”, present reflections focusing on the presence of the social model of disability in academic research. They analyse the production of Brazilian theses and dissertations, emphasizing the academic contexts and the social model that is embedded in them. They also analyse possible correlations between the adoption of the social model of disability and the valorisation of the participation of people with disabilities within the research framework.
2. Finn Ó Murchú, by putting into debate “A window into our soul: supporting the inclusive teacher: standards for initial teacher education in Ireland”, explores the historical concept of special education since Irish independence 100 years ago. It signals possible future directions with particular reference to the United Nations Convention on the Rights of Persons with Disabilities.

3. Maria Edith Romano Siems-Marcondes and Luís Müller Posca, present the text “Intellectual Disability and Higher Education: access and accessibility in a Degree Course in Visual Arts Teachers’ Training Course”, discussing the path of a student with intellectual disability in higher education in the Degree Course in Visual Arts in order to identify the mechanisms that enabled access, permanence and academic success in a university in northern Brazil. The results highlight the role of public policies for accessibility and the adoption of specific pedagogical procedures suitable for interlocution through different symbolic tools.
4. Raquel de Cássia Rodrigues Ramos, Cláudia Rodrigues de Freitas, Joseane Frassoni dos Santos, Sheyla Werner, Isabelle Bertaco and Marilena Assis, in the text “Kubai charms us: an indigenous story in Augmentative and Alternative Communication”, analyse the production and potentiality of a children's book in multiformat, whose content is based on a mythological story of the Kubeo indigenous people, which describes the creation of the world. The analyses of this study point out that the initiative of this type of production may open the way to cultural interchange, allowing children, indigenous or not, access and approximation to indigenous cultures and to books that present their stories.
5. Aline Albuquerque and Paula Ramos, in their article entitled “Supported Decision Making as a human rights mechanism for people with intellectual disabilities: the contributions of the school”, consider that the school constitutes an opportune space to strengthen the right to self-determination for people with intellectual disabilities by means of the endorsement of the formal and communitarian mechanisms of Supported Decision Making. The authors discuss a fruitful alternative to strengthen the rights of people with intellectual disabilities, as well as pointing out the school's contributions to extending this mechanism. The author indicates that, in a ableist society, the establishment of Supported Decision Making necessarily goes through a cultural change in which the person with disability is recognised as capable and autonomous, who has the right to decide on her/his own life.
6. Judith McKenzie, Jane Kelly, Nozwelo Ntombizami Shanda and Brian Watermeyer, from the text “Perspectives on education of students with disabilities in South Africa: challenging a culture of silence”, analyse the education system in South Africa, which established an inclusive education system that maintains special schools to attend students with great support needs, as well as support centres next to ordinary schools. They show that, although there is still debate about what special schools do or do not add, there are relatively few studies that attempt to share the perspectives of students from these schools. Students living in residential institutions highlight the precarious living conditions and the absence of support from carers in these institutions, which impacts on their possibility of learning.
7. Ricardo Burg Ceccim, Rosimere da Rosa Correa and Audrei Lehdermann Silveira, in “Education, health and inclusive processes: the *commitment-with* in Specialized Educational Care in a ‘stitching of narratives’ use as a starting point the following research question: what were the measures taken by teachers of Specialized Educational Assistance during the covid-19 pandemic to ensure inclusive processes in school. During the research they encounter the teachers' “will

to tell” and collect narratives of teaching. For the article, they construct the concept of stitching of narratives, according to the intention of “allowing to appear”, the emergence of a “*commitment-with*”, presented as insurgent in inclusive practices. They advocate the articulation with the life of the others, their needs and the - conscious or not - search for expression of their existence as ethics and pedagogy of *commitment-with*.

Each article affects the reader in one dimension of this complex and necessary challenge of producing more life in the company of people with disabilities: more student life, more life in contact with health services, more scientific life, more civil life. We hope that the reading of each text will be seen not only as an invitation, but also as a way of summoning the expansion of the experience of human plurality.

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