

## Three decades of the Salamanca Statement: state of knowledge related to publications on this milestone for inclusive education

### ARTICLE

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### Abstract

The Salamanca Statement, signed in 1994, is a milestone for Inclusive Education and continues to be a reference in educational policies, especially with the increase in the number of Special Education students in regular schools. Based on this, we conducted a qualitative-descriptive study, through a systematic bibliographic review named State of Knowledge type. The results were divided into four emerging categories: (i) discussions on Inclusive Education and public policies; (ii) aspects of Special Education and Specialized Educational Services; (iii) presence of Special Education students in Brazilian public schools; and (iv) bibliographic research on the Salamanca Declaration. We conclude that the document continues to be an important reference for actions aimed at educational inclusion, influencing pedagogical practices and academic research. Its legacy reinforces the need to overcome normative and structural barriers in schools, contributing to educational reforms that guarantee the right to education for all, with acceptance and respect for differences.

**Keywords:** Inclusive Public Policies. Diversity in School. Systematic Bibliographic Review.

### Três décadas da Declaração de Salamanca: estado do conhecimento relacionado às publicações sobre este marco para a educação inclusiva

### Resumo

A Declaração de Salamanca, assinada em 1994, é um marco para a Educação Inclusiva e segue como referência nas políticas educacionais, especialmente com o aumento de estudantes da Educação Especial no ensino regular. Com base nisso, realizamos uma pesquisa qualitativa-descritiva, por meio de uma revisão bibliográfica sistemática do tipo Estado do Conhecimento. Os resultados se desdobraram em quatro categorias emergentes: (i) discussões sobre Educação Inclusiva e políticas públicas; (ii) aspectos da Educação Especial e do Atendimento Educacional Especializado; (iii) presença de estudantes da Educação Especial nas

escolas públicas brasileiras; e (iv) pesquisas bibliográficas sobre a Declaração de Salamanca. Concluímos que o documento continua sendo um importante referencial para ações voltadas à inclusão educacional, influenciando práticas pedagógicas e pesquisas acadêmicas. Seu legado reforça a necessidade de superarmos barreiras normativas e estruturais na Escola, contribuindo para reformas educacionais que garantam o direito à educação para todos, com acolhimento e respeito às diferenças.

**Palavras-chave:** Políticas Públicas Inclusivas. Diversidade na Escola. Revisão Bibliográfica Sistemática.

## 1 Introduction

The global history of education for persons with disabilities (PcD – People with Disabilities) reveals a trajectory of exclusion, marked by stereotypes about their abilities, which were reflected in discriminatory practices and segregationist policies, as discussed by Puga (2016). In response to this history of exclusion, the “World Conference on Special Needs Education: Access and Quality” was held in Salamanca, Spain, from June 7 to 10, 1994. The event brought together representatives from 88 governments and 25 international organizations. Its main objective was to reaffirm the right to education for all, as established in the 1948 Universal Declaration of Human Rights (UDHR), and to recognize the need and urgency of ensuring that all students are enrolled in the regular education system (Unesco, 1994).

In this regard, Valentina, Santos, and Pezuk (2018) state that the UDHR guarantees PcD the same conditions of access to education and sociocognitive development as persons without disabilities. This guarantee is set forth in Article 1, which defends the inherent dignity of all individuals, and in Article 26, which ensures equal access for all to free education (Unicef, 2024). Based on the UDHR, education is understood as a key pillar for human and social development and a right ensured by law to all Brazilian citizens, as defined in Article 205 of the 1988 Federal Constitution of Brazil:

Art. 205. Education, a right of all and the duty of the State and the family, shall be promoted and encouraged with the collaboration of society, aiming at the full development of the individual, their preparation for the exercise of citizenship, and their qualification for work (Brasil, 1988, p. 123).

From this perspective, the Salamanca Statement not only established a milestone for the educational inclusion of PcD but also outlined fundamental principles guiding the construction of fairer educational systems on a global scale. This can be observed in some of the guidelines presented in the document:

I. Every child has a fundamental right to education and must have the opportunity to achieve and maintain an acceptable level of learning; II. Every child has unique characteristics, interests, abilities, and learning needs; III. Education systems should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs; and IV. Children and youth with special educational needs must have access to regular schools, which should accommodate them through a child-centered pedagogy capable of meeting those needs (Unesco, 1994, p. 8).

We agree with Pletsch (2005), who stated that “in the Salamanca Statement, the expression ‘special needs’ has a broad meaning, encompassing not only persons with disabilities but also those who face learning difficulties due to economic and sociocultural conditions” (Pletsch, 2005, p. 21).

Pletsch (2009) and Jiménez and Martínez (2020) argue that the Salamanca Statement was the result of a global movement toward *Inclusive Education*, since the inclusion of PcD had already been occurring since the 1960s, although in a poorly structured and non-gradual manner. According to Pletsch (2009, p. 26), the document “spread rapidly, influencing the development of public policies and educational practices in numerous countries.”

As discussed by Mól (2019), at that moment, the education of PcD began to reflect respect for individual diversity and to promote conceptions that ensure the right to access socioeducational spaces, thereby providing equal opportunities for sociocognitive development — dimensions that had previously excluded this portion of society. Thus, by promoting diversity as a valuable educational principle, the document inspired political and pedagogical transformations.

Therefore, this article aims to explore the impact and some of the repercussions of the Salamanca Statement on the educational inclusion of PcD, seeking to answer the following research question through a systematic literature review: How has the Salamanca Statement impacted the education of people with disabilities in Brazil, thirty years after its promulgation?

## 2 The Salamanca Statement and Inclusive Education

During the Middle Ages, religious culture strongly influenced the perception and treatment of persons with disabilities (PcD – *Persons with Disabilities*, hereafter *PwD*). According to Monteiro *et al.* (2016), during that period, these individuals often faced severe discrimination, being viewed as possessed by something evil or as divine punishment for personal sins or those of their parents. This perception led not only to social marginalization but also to harsh physical punishment, such as torture or even execution in extreme cases. However, in the sixteenth century, a significant shift occurred in the perspective regarding PwD.

Monteiro *et al.* (2016) highlight that during this period a more scientific understanding of disability began to emerge, as physicians and scholars of the natural sciences started to study it as a biological condition. Consequently, disability increasingly came to be viewed through a biological lens, attributed to natural causes rather than divine punishment or curses. This transition represented an important step toward recognizing the dignity and humanity of all individuals with disabilities.

From this perspective, Mól (2019) states that PwD have historically experienced exclusion from social activities and interactions. Due to social, religious, and economic factors, these individuals were often removed from social life and public policies. Pletsch (2014) also discusses this issue, noting that until the 1950s, education was restricted to people without disabilities and those from higher socioeconomic backgrounds.

After that decade, globalization gave rise to the need to provide literacy to a broader segment of society. Glat and Fernandes (2005) argue that educational opportunities were extended to individuals without disabilities and from lower-income backgrounds. However, education was still deemed unnecessary for those with severe cognitive and/or sensory impairments. The authors further note that the educational process was primarily focused on basic literacy, without aiming for higher education or intellectual development.

Pletsch (2014) discusses the creation of a curriculum proposal for individuals with mild intellectual disabilities, which guided pedagogical actions based on the degree of disability and individual intelligence quotient (IQ). Continuing this discussion, the author explains that in the 1970s, PwD considered capable of education were segregated into special classes. This approach reflects the historical undervaluation of PwD, grounded in their perceived inferiority, and contrasts with the perspective of Mól (2019), who emphasizes the importance of schools recognizing and respecting diversity while providing opportunities to achieve equitable outcomes.

In this regard, Brazilian legislation also establishes guidelines to ensure the presence and social participation of PwD. This right is enshrined in the *Federal Constitution of Brazil* (Brasil, 1988), which, in Article 208, guarantees access to *Specialized Educational Assistance – AEE (Atendimento Educacional Especializado)* – for persons with disabilities<sup>1</sup>, preferably within the regular school system. In the 1990s, the movement for *Inclusive Education* gained momentum, advocating for the presence and participation of PwD in educational spaces (Glat; Fernandes, 2005). These advances in educational policies reflected a gradual paradigm shift, acknowledging the importance of inclusive school environments.

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<sup>1</sup> With the advancement of legislation, it is essential to update terminology regarding persons with disabilities, reinforcing the commitment to full inclusion. Baierle and Karnopp (2023) argue that the term “person with a disability” should replace “handicapped person,” recognizing their inherent condition and individuality.

Given this scenario, it is important to highlight the distinction between Inclusive Education and Special Education. The former, a reflection of the Salamanca Statement, represents an ongoing pursuit of transforming social perspectives regarding persons with disabilities (PwD), as presented by Mól (2019). It encompasses a set of pedagogical actions and strategies aimed at valuing and recognizing these individuals within educational activities through methodologies that serve all students without segregating them into separate spaces or using distinct resources from those available to others.

Special Education, on the other hand, is a modality of education established by Brazilian legislation—the Guidelines and Bases for National Education Law – LDB (*Lei de Diretrizes e Bases da Educação Nacional*) (Brasil, 1996)—similar to Youth and Adult Education. Its purpose is to provide conditions for the sociocognitive development of students in Special Education, seeking to mobilize accessible means of learning that meet specific educational demands, whereas Inclusive Education promotes the equitable progress of all students without distinction.

In this sense, we concur with Sassaki (1997), who states that educational inclusion is a process in which:

[...] society adapts itself to include in its general social systems people with special needs and, simultaneously, they prepare themselves to assume their roles within society. [...] To include is to exchange, to understand, to respect, to value, to fight against exclusion, to overcome the barriers society has created for people. It is to foster the development of autonomy through the sharing of ideas and the formation of value judgments, enabling one to decide, on one's own, how to act in different life circumstances (Sassaki, 1997, p.41).

Pletsch (2014) discusses that, during the 1990s, most children aged seven to fourteen did not have access to schools. As the author highlights, this situation was justified by the phenomenon of pseudo-inclusion of students with disabilities, since, despite limited access to schooling, there were no conditions that ensured their permanence or participation. To address this issue, the Salamanca Statement emphasizes not only access to education but also the importance of curricular and



pedagogical adaptations to meet the individual needs of each student, regardless of their abilities or disabilities (Breitenbach; Honnef; Costas, 2016).

By promoting inclusion as a fundamental principle, the document inspired educational policies worldwide, encouraging practices aimed at fostering environments that embrace diversity in its many forms. Regarding the Salamanca Statement, the document garnered the support of policymakers, educators, and specialists in education, grounded on the principle of inclusion for all, with:

[...] institutions that include all people, accept differences, support learning, and respond to individual needs. As such, they make a major contribution to the program that aims at *Education for All* and to the creation of schools with greater educational effectiveness (Unesco, 1994, p. 3).

Thus, the document aims to provide a global educational strategy and a reform of the regular school system in order to address the educational needs of all individuals. Similarly, Breitenbach, Honnef, and Costas (2016) argue that Inclusive Education, addressed as such for the first time in the Salamanca Statement, reinforces access, permanence, and participation for all, particularly for those who had previously been excluded from these spaces.

This allows us to infer a paradigm shift within society. Before the Salamanca Statement, as discussed by Monteiro *et al.* (2016), disability was often interpreted through a religious lens, later followed by a medical-pathological view. However, with this document, a transformation occurred in how disability is understood. According to Meireles-Coelho, Izquierdo, and Santos (2007), the Salamanca Statement paved the way for an educational approach to disability, introducing actions and differentiated methods designed to respond to the individual needs of students.

Similarly, the results published by INEP (*Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira*) in 2021 indicated a substantial increase in the presence of PEE students in regular classes, even 26 years after the Statement, with 1.3 million of these students enrolled in schools in 2020. This means that, in 2020,

93.3% of students with disabilities were attending regular schools, in accordance with the guidelines of the Salamanca Declaration.

Furthermore, the most recent data from the 2023 School Census, released by INEP, show 1,525,888 enrollments of students with disabilities in Brazilian schools, considering only the inclusion of these students in regular education classes (Brasil, 2023). In summary, the data reveal that, up to the year of the Salamanca Declaration's publication, there were no records to verify the presence of students with disabilities in schools. However, two years later, there were already more than two hundred thousand students with disabilities enrolled. This growth has continued to this day: thirty years after the Statement, more than 1.5 million PEE students are enrolled in Brazilian schools (Brasil, 2023).

The paradigm shift promoted by the Salamanca Statement has fostered more inclusive and equitable educational policies and practices, providing accessible educational opportunities suited to the individual needs of PEE students. This trend demonstrates significant progress toward a more equitable education system, as evidenced by INEP's data.

Ferreira (2015) states that the propositions of the Salamanca Statement reflect a shift in perspective that recognizes the condition and potential of people with disabilities (PwD) and aims to serve as a bridge to mitigate the social gaps left by a history of exclusion. The same author argues that the movement based on education for all led:

[...] Brazilian educational networks and their schools to a crisis of paradigms, which implies a rupture with a traditional school that adopts inflexible teaching and learning methods, toward a contemporary school that must learn to receive and embrace a diversity of students (Ferreira, 2015, p. 4).

In this context, the Salamanca Statement is regarded not only as a normative milestone but also as a driving document for the profound and necessary transformation of the educational system, promoting inclusive practices and ensuring that diversity is treated as a valuable resource rather than a challenge to be overcome. This can be justified when the Statement proposes that students with Special



Educational Needs (SEN) have access to regular education classes, aiming to contribute to socialization alongside the learning process.

This document emphasizes that inclusion is not merely a matter of access, but also of full and effective participation in the educational process, recognizing and valuing individual differences as an enrichment for society. This aligns with the propositions of Meireles-Coelho, Izquierdo and Santos (2007), who affirm that the document prioritizes political and budgetary measures for the educational system, with the aim of meeting the demands of all students, regardless of individual differences or difficulties.

Everything presented here reveals a significant evolution in the education of PwD. The data demonstrate not only a substantial increase in the enrollment of SEN students in Brazilian schools over the decades but also a fundamental change in the educational approach, in which inclusion is no longer limited to physical access but extends to full and effective participation. In this process, PwD gain a voice and the right to access teaching methodologies and resources that meet their specific needs. The influence of the Salamanca Statement transcends normative boundaries, acting as a catalyst for inclusive educational reforms on a global scale.

### 3 Methodology

Regarding methodological aspects, this study adopts a qualitative approach of an applied nature, since, according to Gerhardt and Silveira (2009), this type of research focuses on the search for justifications and on generating practical knowledge aimed at solving specific issues. As for its objectives, the research can be characterized as descriptive because, as stated by Triviños (1987), it requires the researcher to gather a set of systematized information about the phenomenon to be investigated and deepened. Accordingly, a systematic literature review was conducted to examine theoretical references and existing documents. Furthermore, following the definitions proposed by Vosgerau and Romanowski (2014), this procedure can be

characterized as a State of Knowledge study, as it represents a type of research that seeks to categorize and analyze academic productions within a specific field of interest, based on a predefined scope.

Additionally, the investigation aims to make a phenomenon explicit and, from that, to construct hypotheses to justify it. Thus, it has an exploratory nature and is based on bibliographic research, through a survey of articles published in the CAPES Journal Portal. For the search, the following descriptors were used: “Science” AND “Salamanca Statement.” The selected works were analyzed and organized according to emerging categories, as proposed by Charmaz (2009), in which the groups are defined based on identified similarities. Finally, it is worth noting that no temporal filter was applied in this research.

## 4 Results and Discussion

The search conducted in the CAPES Journal Portal returned 82 articles. After applying the peer-reviewed filter, the number decreased to 34 publications. From this set, the abstracts were read, and 12 papers that only tangentially addressed the proposal presented here were excluded from the analysis. Thus, 22 articles remained, as listed in Table 1 below.

**Table 1 – Studies selected from the CAPES Journal Portal.**

Code	Titles of the papers	Year	Journals
A1	Um novo olhar sobre a inclusão do surdo: os alicerces legais que permeiam esse processo	2007	ETD - Educação Temática Digital
A2	A percepção do docente na inclusão de alunos com necessidades especiais no Ensino Superior	2008	Revista Triângulo
A3	Educação profissional para surdos no Instituto Federal de Brasília: uma proposta possível?	2012	Revista Eixo

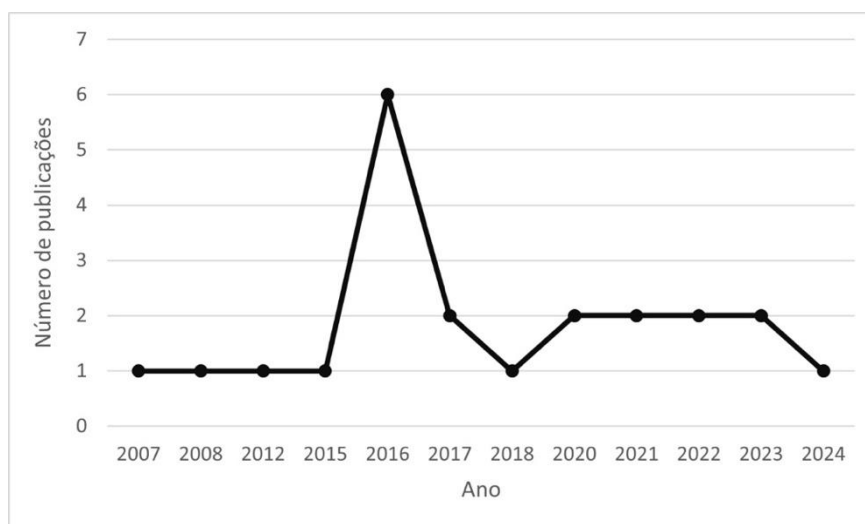
Code	Titles of the papers	Year	Journals
A4	A educação especial em Angola, Moçambique e Brasil: marcos históricos e a política de educação inclusiva das agências multilaterais	2015	Revista Crítica Educativa
A5	Educação inclusiva: as implicações das traduções e das interpretações da Declaração de Salamanca no Brasil	2016	Ensaio: Avaliação e Políticas Públicas em Educação
A6	Educação Inclusiva e o ensino de Ciências: um estudo sobre as proposições da área	2016	Journal of Research in Special Educational Needs
A7	As traduções da Declaração de Salamanca no Brasil	2016	Ensaio: Avaliação e Políticas Públicas em Educação
A8	Direito à Educação: meninas com deficiência	2016	Journal of Research in Special Educational Needs
A9	Políticas Públicas de Educação Inclusiva: um breve relato dos documentos legais	2016	Id on line – Revista de Psicologia
A10	Balanço da educação para todos no Brasil	2016	Laplage em Revista
A11	Análise de indicadores de evolução da educação especial no estado do Espírito Santo entre 2005 e 2013	2017	Cinergis
A12	Perspectivas de inclusão escolar dos transtornos de aprendizagem no Ensino Médio	2017	Research, Society and Development
A13	Crianças com NEE, Ensino Experimental das Ciências e Educação Ambiental: perspectiva integradora	2018	Ambientalmente Sustentable
A14	Educação inclusiva: reflexões sobre os aparatos legais que garantem os direitos educacionais de estudantes público-alvo da Educação Especial	2020	Teoria Jurídica Contemporânea
A15	Inclusão de crianças com deficiências na escola: concepção das professoras da educação infantil	2020	Revista Eventos Pedagógicos
A16	Políticas Públicas de Educação Inclusiva no Brasil e na Bahia: avanços e recuos	2021	Research, Society and Development
A17	Desafios para a educação inclusiva: Paradigmas educacionais no contexto da educação especial	2021	Revista Triângulo
A18	Desafios da Inclusão Escolar de estudantes autistas no Ensino Fundamental	2022	Revista Contemporânea

Code	Titles of the papers	Year	Journals
A19	Educação inclusiva no Brasil e Espanha: discussão conceitual	2022	Ensaio: Avaliação e Políticas Públicas em Educação
A20	Inclusão e Educação Bilíngue de surdos - Pontos de Convergência e Divergência	2023	Revista Foco
A21	Educação Inclusiva Em Penedo: Uma Análise Do Plano Municipal De Educação	2023	Revista Caminhos da Educação: diálogo, cultura e diversidades
A22	Inovações Tecnológicas no Ensino: Promovendo a Inclusão de Estudantes com Necessidades Especiais	2024	Revista Foco

Source: Research database (2025).

The 22 papers were organized in Graph 1 below, according to their years of publication. This allows for the identification of the temporal profile of the publications.

**Graph 1 – Annual distribution of the publications presented in Table 1.**



Source: Research database (2025).

The analysis of the graph revealed that the publication peak occurred in 2016, with six articles. This increase can be attributed to the enactment of Law No. 13,146,

known as the Lei Brasileira de Inclusão da Pessoa com Deficiência (Brazilian Law for the Inclusion of People with Disabilities) (Brazil, 2015), which aims to ensure the freedom and inclusion of People with Disabilities – PwD in educational, social, and professional spheres. In this way, the legislation served as a driving factor for debates and research on inclusion, reflecting greater academic and institutional interest in the topic. This scenario highlighted the relevance of public policies in promoting accessibility and expanding the rights of PwD. In the remaining years, the number of publications varied little, ranging from one to two papers.

## 4.1 Category Analysis

The analysis of the 22 abstracts allowed us to identify the objectives of each investigation, which made it possible to organize them into four categories, developed *a posteriori*, as highlighted by Charmaz (2009). Below, we present and discuss each of them:

- Category I: Discussions on Inclusive Education and its educational policies;
- Category II: Aspects of Special Education and Atendimento Educacional Especializado – AEE (Specialized Educational Support);
- Category III: Presence of students with Special Educational Needs – SEN in Brazilian public schools;
- Category IV: Bibliographic research related to the Salamanca Statement.

### 4.1.1 Category I: Discussions on Inclusive Education and its Educational Policies

As highlighted by Fernandes *et al.* (2017), studies on Inclusive Education have grown significantly, which can be observed in the data presented in Table 1, where fourteen papers were listed: A2, A3, A4, A6, A9, A11, A14, A15, A16, A17, A19, A20, A21, and A22. Based on these results, it is possible to verify that more than 50% of the publications fall within this category.

According to Veraszto *et al.* (2018), this trend can be observed in the increasing enrollment of SEN students in Brazilian public schools. As indicated by the 2023 School Census (Brazil, 2023), there were already 222,142 students with active enrollments in public education at the high school level. In this context, the authors discussed that attending to students with diverse educational needs requires continuous teacher training focused on the development of new methodologies, resources, and research.

The work of Lídio and Camargo (2008) addresses the importance of teacher education in fostering inclusive practices in educational contexts that embrace diversity. Such an approach, as the authors point out, is essential for practice in both Basic Education and Higher Education. Along the same lines, Fonseca and Florindo (2012) emphasize the importance of adopting inclusive educational proposals in the context of Professional Education.

Machado (2020) analyzes the effectiveness of adopting inclusive practices in Early Childhood Education, ensuring that all students have equal conditions for access and participation in these settings. Meanwhile, Ferreira *et al.* (2016), Lustosa and Oliveira (2018), Santos (2021), Mendes and Reis (2021), and Santos and França (2023) provide descriptions of Educational Policies or bibliographic analyses of publications that promote Inclusive Education, demystifying the challenges faced and highlighting the progress of these policies. Consequently, the inclusive practices published and mapped across Brazilian states (Bastos; Lindemann, 2016; Balbinot, 2017) have also been referenced in studies conducted in countries such as Angola, Mozambique (Chambal; Rafante; Selingardi, 2015), and Spain (Bondan; Werle; Saorín, 2022).

Similarly, Costa *et al.* (2023) investigate the adoption of inclusive practices in bilingual schools, emphasizing the significance of these practices for deaf students<sup>2</sup>.

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<sup>2</sup> Deaf education, in times of inclusion, has emerged as a constant challenge, particularly because it involves a linguistic difference in which these students, as users of Libras (Brazilian Sign Language), have the right to access and understand all information through this language.



This work focuses on the educational and cognitive development of individuals while highlighting the need to advance inclusive social practices, ensuring conditions for the subjective and social development of these students.

Ventura *et al.* (2024) analyze the feasibility of adopting digital technologies for the educational training of SEN students. Understanding the presence of diversity in the classroom makes it essential to develop differentiated pedagogical practices, exploring technology consciously through software and diverse resources to meet students' educational needs.

In this context, the continuous professional development of educators, reflected in the production of the articles mentioned, demonstrates the growth of research on the impacts of Inclusive Education. This progress reveals some of the effects of the Salamanca Statement, directly influencing Brazilian legislation, which, from 2015 onwards, defends the recognition of PwD and their participation in educational and social activities, aiming to meet these students' needs and promote equitable, fair, and humane development for all.

#### 4.1.2 Category II: Aspects of Special Education and AEE

Brazilian legislation (Brazil, 2020) recognizes that Special Education is a modality of teaching which, in synergy with regular schools, aims to foster the subjective development and autonomy of PwD. This branch of the education system promotes, among other actions, Atendimento Educacional Especializado – AEE (Specialized Educational Support), intended for students with disabilities, those on the autism spectrum, or with high abilities/giftedness. To illustrate this category, only study A1 was included. Andrade's (2007) work provides an overview of Special Education, analyzing the convergence between the Parâmetros Curriculares Nacionais (National Curriculum Parameters) (1999; 2002) and Brazilian legislation regarding the defense of Special Education.

#### *4.1.3 Category III: Presence of SEN Students in Brazilian Public Schools*

According to Mantoan (2011), the presence of students with disabilities in educational institutions reflects the recognition of difference, which values diversity as fundamental for forming empathetic and inclusive individuals. Paula, Guimarães, and Silva (2018) highlight the difficulties faced by mainstream teachers in working with students with specific educational needs, attributing these challenges to the particular demands of each student. The authors argue that it is necessary to implement formative activities that guarantee inclusion in schools, ensuring access to information and meeting students' educational needs. Studies A10, A13, and A18 investigate this topic further.

In this context, Lopes (2016) analyzes the impact of the World Declaration on Education for All and the Salamanca Statement on the number of students enrolled in Brazilian public schools. Similarly, Sousa, Santos, and Oliveira (2018) seek to infer the reasons behind the increase in the number of SEN students enrolled in schools in Espírito Santo. The study by Holanda and Paiva (2022) examines the inclusion process of PwD in schools based on enrollment data.

#### *4.1.4 Category IV: Bibliographic Research Related to the Salamanca Statement*

As pointed out by Miranda and Galvão Filho (2012), the training of education professionals is central to fostering inclusion. Proper teacher preparation not only enables the understanding of students' specific educational needs but also supports the adoption of pedagogical strategies that facilitate learning for all. In this sense, bibliographic research becomes fundamental for understanding inclusion, as it allows for the mapping and critical analysis of studies already conducted on the topic, identifying effective practices, challenges faced, and advances in the field. Moreover, by bringing together different theoretical and methodological perspectives, this approach contributes to the construction of a solid framework that can underpin more

inclusive educational policies and assist in the continuous professional development of teachers. Accordingly, this category includes studies A5, A7, A8, and A12.

Breitenbach, Honnef, and Costas (2016) problematize the divergence between the concept of Inclusive Education disseminated in the literature, especially following the guidelines presented in the Salamanca Statement, highlighting how the concept was actually applied in schools. By analyzing the repercussions of the Salamanca Statement, they identified proposed changes in both the initial and current models of Special Education, reflecting different interpretations of the document. Pereira (2016), in turn, maps the repercussions of the Salamanca Statement for the teaching of Science with inclusive aspects. Similarly, Oliveira and Navas (2017) analyze the influence of the Salamanca Statement on Basic Education, justifying, through statistical data, the importance of this document in guiding inclusive practices in schools.

## 5 Final Considerations

The Salamanca Statement represents a historical milestone in the trajectory of educational inclusion for PwD, as noted by Breitenbach, Honnef, and Costas (2016). By establishing the foundations of Education for All, the document not only contributed to promoting physical access to regular schools for this population but also fostered a transformation in social perception and educational practices, emphasizing the inclusion of PwD in mainstream educational settings, which supports both social and educational inclusion. This is grounded in the premise that learning is enhanced through social interactions, particularly in diverse environments where cooperation is essential for collective progress.

Thus, thirty years after the publication of the Salamanca Statement, it has had—and continues to have—a significant impact on Brazilian education, as evidenced by the substantial progress in enrollments: more than 1.5 million SEN students are now enrolled in Brazilian schools, reflecting a growing commitment to

inclusion and the full participation of students. This growth is a result of efforts to create educational environments that value diversity, as proposed in the document. By promoting inclusive and adapted practices, the Salamanca Statement has not only directly benefited PwD but has also enriched the learning environment for all students.

Regarding the publications analyzed in this study, it was possible to verify that a large portion focuses on Inclusive Education and its educational policies. The remainder is distributed among studies on aspects of Special Education and AEE, the presence of SEN students in Brazilian public schools, and bibliographic research related to the Salamanca Statement. In this way, it is evident that the Salamanca Statement is cited in publications with diverse approaches, supporting Inclusive Education from various perspectives.

In short, the promulgation of the Salamanca Statement represents significant progress in educational inclusion, serving as a guiding document for public policies, pedagogical practices, and research. As we continue to advance, it is essential to maintain the commitment to fully implement the principles set forth in this important document, ensuring that all individuals, regardless of their conditions, have equitable access to quality education and the opportunities it offers.

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