

Bibliometric study about educational policies for people with disabilities, between 1997 to 2014

Estudo bibliométrico sobre a política educacional para pessoas com deficiência entre 1997 e 2014

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Abstract

This article's general objective is to analyze scientific production about politics in Special Education modality, from 1997 to first semester of 2014, in the Brazilian *Journal of Special Education* (Revista Brasileira de Educação Especial – RBEE) and in the *Special Education Journal* (Revista Educação Especial – REE). These journals were analyzed by bibliometric methodology and included several indicators recorded in *Software Microsoft Excel*. There were 44 counted articles with different themes and objectives, and 70 authors, who lived mainly in the South and Southwest regions of Brazil. Results point that the production of articles presented a notable increase after 2008, and the methodology used was, in general, documental and qualitative studies. Besides, many works presented abstracts with unfinished scientific writing and conclusions that emphasized the inefficiency of administrative management of Public Service to guarantee Special Education of quality. Therefore, we considered that educational politics for people with deficiencies have limits, possibilities and challenges, besides there is a necessity of new methodology types in future studies on politics.

Keywords: Special education. Educational policies. Bibliometric study.

Resumo

O presente artigo tem como objetivo geral analisar a produção científica sobre a temática da política na modalidade Educação Especial, no período de 1997 ao primeiro semestre de 2014, presentes na *Revista Brasileira de Educação Especial* (RBEE) e na *Revista Educação Especial* (REE). A coleta de dados foi realizada por meio de levantamento junto à base de dados das revistas e a seleção dos artigos foi realizada através de uma busca pelo

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termo “política” nos portais eletrônicos das referidas revistas. Para armazenar os dados foi usado como instrumento de coleta um protocolo de registro bibliométrico criado pelos autores. Para a análise de dados desses periódicos foi empregada a metodologia de estudo bibliométrico, utilizando diversos indicadores, e para o tratamento dos dados foi feito o uso do *Software Microsoft Excel*. Os dados foram apresentados por meio de tabelas e gráficos. Foram contabilizados 44 artigos de temáticas e objetivos diversos e 70 autores vinculados, principalmente, à região Sul e Sudeste do país. Os resultados mostraram que, após o ano de 2008, houve um aumento considerável na quantidade de artigos produzidos, tendo como metodologia, em sua maioria, estudos documentais e qualitativos. Além disso, muitos trabalhos apresentaram resumos com escrita científica que enfatizaram em suas conclusões a ineficiência da gerência administrativa do Poder Público para garantir uma Educação Especial de qualidade. Portanto, consideramos que a política educacional para as pessoas com deficiência possui limites, possibilidades e desafios, além de serem necessárias novas metodologias em futuros estudos sobre essa política.

Palavras-chave: Educação especial. Política educacional. Estudo bibliométrico.

Introduction

Researches on educational policies help us understand researchers' concerns, procedures, challenges and possibilities of the policy, as well as being of fundamental importance in demonstrating the configuration of the Brazilian political scene, in order to guarantee the right to education.

Since the year 2000, educational policy for people with disabilities has made several changes in relation to support services in public schools, especially for those who have developmental disorders and high skills / giftedness. This was mainly due to the Law of Directives and Bases (*Lei de Diretrizes e Bases - LDB*, Law No. 9.394 / 1996), whereby Special Education became part of the national education system as a modality that assures the current *Público Alvo da Educação Especial – PAEE* (Target Audience of Special Education) the access to regular education networks, even if preferentially, through the *Atendimento Educacional Especializado – AEE* (Specialized Educational Assistance).

Changes, however, actually began to occur from Resolution No. 2/2001, when provisions were made for national Special Education guidelines. Thus, several educational programs for teacher training and changes in public schools have been implemented. This project took place more effectively as a result of the publication of the *Política Nacional da Educação Especial – PNEE* (National Policy on Special Education) in the perspective of inclusive education in 2008. PNEE has caused several changes in the organization and operation of educational assistance to its PAEE in regular schools.

In this sense, several researchers of the Education area have proposed to analyze the school inclusion and the AEE. Several papers aimed at understanding how students have been attended and what possibilities and challenges should be considered in the design of an inclusive school. Thus, some questions were displayed: How do both Brazilian Journal of Special Education (RBEE) and the Special Education Journal (REE) of Santa Maria (UFSM) set up the scientific researches on the policy of Special Education, in the period between 1997 and 2014? What do bibliometric indicators tell us about academic production in this area?

This way, the present study aimed to analyze the scientific production on the context of Special Education policy, between 1997 and the first half of 2014, in two reference journals in the area, namely RBEE and REE, since those journals contribute to the dissemination of knowledge concerning to issues and problems related to Special Education.

According to Silva (2004), most of the technical and scientific production is published in scientific journals, and the articles are published in journals which are responsible for establishing the archetype of propagation of scientific research in the different areas of knowledge. Thus, we have the bibliometric analysis that makes it possible to characterize the behavior of literature and its development in determined time and place. Santos (2003, p.29) states that “the principle of bibliometrics is to analyze scientific or technical activity through quantitative studies of publications”.

Thus, bibliometric analysis becomes possible through the constitution of indicators, for which it is necessary to determine the information fields of the form within the database that the study will explore as the main topic. Therefore, Hayashi's (2013) guidelines for the construction of the following bibliometric indicators are: authorship, scientific collaboration in authorship, timetabling, scientific writing versed on abstracts, thematic, method, and research conclusions.

Methodologically, the data were recorded in the bibliometric registration protocol through the MS Excel software. For the articles selection, a search for the term “policy” was carried out in the web portals of the previously mentioned journals. This work aims to understand how the papers, presented in both RBEE and REE, discussed the educational policy in an inclusive school approach. Results indicated the interpretations and translations of these documents in schools and at the community level.

Bibliometric analysis of educational policy studies for the target audience of Special Education

In the survey, we found a total of 44 articles between 1997 and 2014, 29 of them in the Special Education Journal (REE) and 15 in the Brazilian Journal of Special Education (RBEE).

In the REE data collection, between 1997 and 2001, no academic productions were found, when looking up for the expression “policy”, which also occurred in the years 1997 to 2005, in the RBEE.

A possible hypothesis is that the institutionalization of people with disabilities was very intense and Special Education was strongly focused on the private sector, which has changed since the 2008, due to the PNEE. Therefore, the journal data were analyzed separately, according to the following indicators:

Indicators of authorship and scientific collaboration

In the study carried out, there were 47 authors in the 29 REE articles. Regarding the frequency of cooperation, five of them had two contributions (FREITAS, 2011, 2012; CARVALHO, 2006, 2013; OSORIO, 2004, 2013; NAUJORKS, 2006, 2014; VIEIRA, 2006, 2010). Among these, eight articles were written individually, 19 were developed in pairs and only two were written in triple authorship. This way, most of

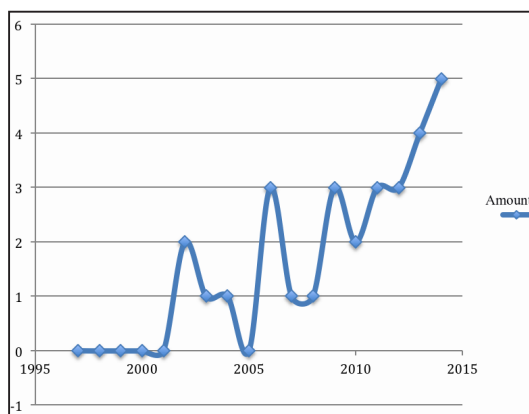
the articles had pairwork collaborations, which suggests partnerships with graduate students (masters or doctorate) or with researchers.

In the analysis of RBEE articles, which has a total of 15 articles, 23 authors were found, but only two of them had two contributions (GARCIA, 2011, 2006; LACERDA, 2013, 2011). Among these articles, six were written individually, eight were developed in pairs and only one was written in trio.

At the intersection of the information above, we obtained contributions of 70 authors from 44 articles, of which 14 were individually written, 27 in pairs and three in trios. With regard to the contributions, 10 authors made two contributions each (FREITAS, GARCIA, LACERDA, MICHELS, OSÓRIO, PRIETO, MENDES, CARVALHO, NAUJORKS, VIEIRA).

Indicator of production throughout time

Graphic 1 shows that the REE's academic production on educational policy grew, especially from 2009 on, when the PNEE (2008) and Resolution n. 4/2009 (Operational Guidelines for AEE) were approved.



Graphic 1: REE's Academic production throughout time (UFSM)

Source: authors' drafting (2014).

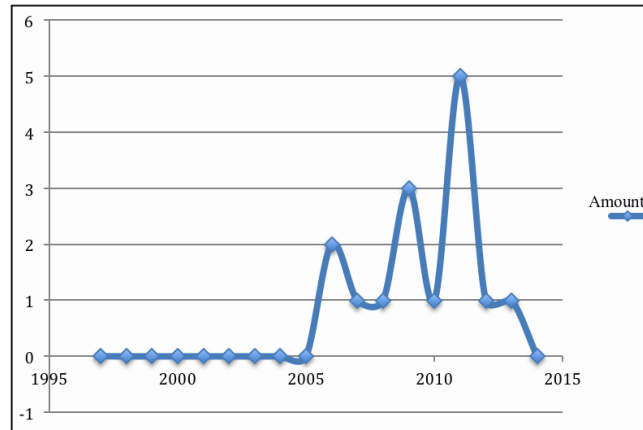
Despite the variations, it is interesting to note the increasing production on the "policy" topic occurred mainly from 2011 on, when Decree No. 7,611 / 2011 was approved. In the last three years there has been a significant increase in articles that have been concerning with educational policy.

Since 2008, due to the PNEE and other normative documents that have emerged to regulate the policy of Special Education, researchers set out to analyze the impact of the new political settings in regular schools, as well as in the implementation of Multifunctional Resource Rooms (MRR).

Moreover, through Graphic 1, it was noted that between 1997 and 2005, only the year 2002 showed increasing outcomes, that is, right after Resolution 2/2001; also, the year 2006 had a significant increase, simultaneously to the publication of several pedagogical documents, by the Government, in order to assist school inclusion projects.

Taken from RBEE journal, Graphic 2 shows a significant oscillation between the periods analyzed, since only the years 2009 (three articles) and 2011 (five articles) discuss the educational policy for people with disabilities, and these two periods

concentrate 50% of the academic production, which suggests that the productions of this period reflect the impact that the release of PNEE, in 2008, caused in the academic spaces.



Graphic 2: RBEE's Academic production throughout time
Source: authors' drafting (2014).

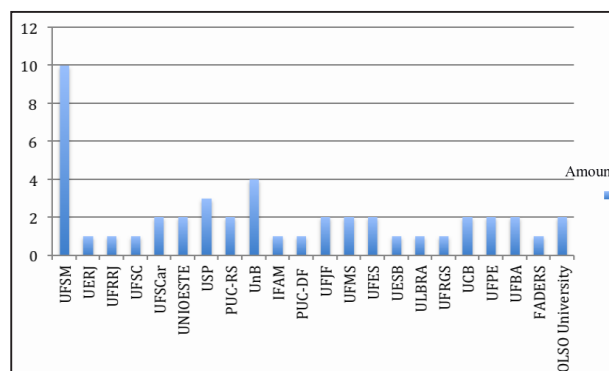
In addition, it is also taken into consideration that in 2011, RBEE released a special edition celebrating the 20th anniversary of the “*Grupo de Trabalho – GT (Working Group) 15 – Educação Especial*” (Special Education), at the *Associação Nacional de Pós-Graduação e Pesquisa em Educação – ANPEd* (National Association of Postgraduate Program and Research in Education). In this special edition, three articles included the expression “policy” (BAPTISTA, 2011; KASSAR, 2011; GARCIA; MICHELS, 2011).

Thus, despite the difference in numbers of academic productions that have discussed the Special Education policy in the REE and RBEE journals, it is understood that once the government had defined the guidelines and objectives for Special Education (BRAZIL, 2008), researchers got aware of this phenomenon that changed the structure of schools, the educational materials, and the recruitment of human resources, leading to an increasing number of articles.

Indicators of authors' institutional and geographical affiliation

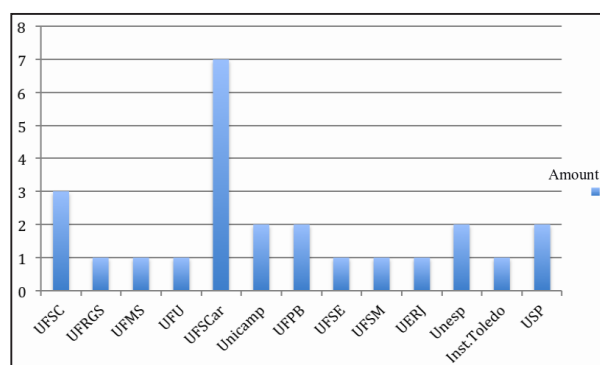
In order to identify the institutional link of the 44 articles, information was taken from the footnotes of the articles. In few cases, the Lattes Platform was used to find out the authors' workplace by the time of publication, considering that those works could probably be related to the researches of the postgraduate studies. Graphic 3 presents the obtained results about educational institutions in the REE.

It was evidenced that among the 22 institutional affiliations presented in the REE articles, three institutions stood out because they presented a decrease on publication: UFSM (10), UnB (four), and USP (three); it was also noted that only one institution is from abroad, Oslo University Hospital. In fact, most of the Brazilian Higher Education Institutions presented in the research are public ones (16), whereas five institutions are private. In the RBEE the following data were collected, according to Graphic 4:



Graphic 3: REE Authors' Institutional affiliation (UFSCM)

Source: authors' drafting (2014).



Graphic 4: RBEE Authors' Institutional affiliation

Source: authors' drafting (2014).

There are 13 confirmed institutions in the 15 RBEE articles. The prevailing institution was UFSCar; then, respectively, UFSC, Unicamp, UFPB, Unesp, and Usp, of which only one is private.

In the analysis of Graphics 3 and 4, it was observed that UFSCM did not have the same effective participation in RBEE, whereas UFSCar showed a very considerable increase in RBEE, when taking its presence in REE into consideration. It was observed that the most presented institutions in both journals, in descending order, were: UFSCM, UFSCar, USP, UFSC, and UFMS.

Regarding the authors' geographical affiliation, the following results were obtained with REE, by region: the North with one article; the Northeast with five; the Center-West presented 11; the Southeast and South presented, respectively, 12 and 21 articles; therefore, the region that showed the greatest participation in REE was the South, then the Southeast and the Center-West. It is known that the South and Southeast regions have the highest number of researchers in the area of Special Education compared with other regions.

Concerning to RBEE, the following data were observed: the North did not present papers; the Center-West had a study; and the Northeast, Southeast and South, respectively, presented three, 15 and six surveys. It was verified that in the RBEE there are more publications related to the Southeast region of the country and that the Center-West region did not exhibit the same expressive participation as it did in REE.

Through these data, it was noticed that the South and Southeast regions have the highest prevalence in the surveys regarding to the expression “policy”. However, it is also understandable that the numbers may express that the location of the journals influences the authors’ participation in publications, since REE belongs to the South region, located in the city of Santa Maria-RS, while the RBEE is in the Southeast, in the city of Marília-SP.

Indicator on scientific writing versed in abstracts

Regarding the scientific writing on the abstracts, we assert that, as Zucolotto (2012) teaches, it must contain: contextualization, gap, objective, methodology, results and conclusion. Thus, very contextualized summaries were found, although without the methodology used description, which made our analysis proposal unfeasible.

In the REE, 19 papers were collected that were not with the description of the methodology, equivalent to 66% of the sample; in the RBEE, nine studies were identified in the same situation, equivalent to 60% of the sample, which leads to the difficulty of a better appreciation of the articles by readers. Papers must include complete writing, because those journals are means of information that show readers its main issues.

Indicators of the subject of the articles

It was observed that there was a wide range of interests and discussions related to educational policy. Therefore, some main topics were pointed out in the articles, making possible the composition of a more precise chart of what was said.

REE had 11 main topics concerned on educational policies, however addressing different issues, as in Chart 1.

Chart 1: Main topics of the articles on REE (UFSM)

Main topics	Authors
Educational Policy and School Inclusion	Nogueira (2003); Osório & Osório (2004); Germani, Costa & Vieira (2006); Vieira (2010); Zeppone (2011); Bendinelli, Prieto & Andrade (2012); Guerreiro (2012); Tetzchner & Grindheim (2013); Osório & Leão (2013); Carvalho (2013); Ferreira & Cataldi (2014).
University: performance, access and teacher training.	Guterres (2002); Pacheco & Costas (2006); Rocha & Miranda (2009); Auad & Conceição (2009); Glat & Pletsch (2010).
Social representations about disability.	Carvalho & Naujorks (2006); Albuquerque & Machado (2009).
Autism and school inclusion.	Rossi & Carvalho (2007).
Pedagogical practices.	Razuck & Guimarães (2014).
Academic trajectory of people with disabilities.	Pereira (2008).
Teacher training (initial and / or continuing).	Michels (2011); Freitas & Pavão (2012); Possa & Naujorks (2014); Matos & Mendes (2014).
School curriculum.	Freitas & Stobäus (2011).
Special Education for work.	Figueiredo & Johann (2013).
Social interaction with family, school and society.	Alves & Sobrinho (2014).
History of Special Education.	Zimmermann & Cunha (2002).

Source: authors’ drafting (2014).

It was evidenced that 11 articles dealt profoundly with educational policy for people with disabilities, corresponding to approximately 38% of researches focused on the main topic “Educational policy and school inclusion”. Other secondary topics represented 31% of the sample and the others emphasized different realities.

Compared to REE, there are five main topics in the RBEE, corresponding to a substantial concentration of researches on the educational policy for the disabled. Results on Chart 2.

Chart 2: Main topics of the articles on RBEE

Main Topics	Authors
Educational Policy and School Inclusion	Garcia (2006); Prieto & Sousa (2006); Matos (2007); Marquezan (2008); Franco (2009); Marins & Matsukura (2009); Oliveira, Goulart & Fernandes (2009); Garcia & Michels (2011); Kassar (2011).
Communication and pedagogical practices.	Takase & Chun (2010).
Pedagogical and specialized services actions on Special Education.	Baptista (2011).
Schooling and school inclusion.	Lima & Mendes (2011); Resende & Lacerda (2013).
Professional performing the Interpreter of Sign Language.	Lacerda & Gurgel (2011); Dorziat & Araújo (2012).

Source: authors' drafting (2014).

About “Educational policy and school inclusion” there are nine papers that constitute 60% of the total amount. However, it must be considered that the scenarios and looks for educational policy diversify among other studies.

After the data analysis of both journals, it was observed that 20 papers discuss the main topic “educational policy and school inclusion”, equivalent to almost 69% of the total work. This demonstrates that ‘policy’ instigates researches at different places, with different situations and objects of studies, especially, when a national policy for the inclusion of the PAEE (Target Audience of Special Education) is defined.

Indicator of methodologies presented in abstracts

Regarding the methodology indicator, there were many omissions in the abstracts. In the REE, 14 papers mentioned the type of methodology developed in their researches, with predominance of papers with documental analysis and qualitative research. In the collection data of the RBEE, a very diverse framework of methodologies was perceived in the 11 papers, however, most of the studies also used documentary analysis. Thus, 25 studies mentioned the methodologies used in the researches, which is equivalent to 56%.

Indicator of the conclusions reached by the surveys

Through the analysis of this indicator, it was possible to observe to which conclusions the surveys came up with. In the case of the REE, it is worth pointing out that 13 abstracts had no conclusion and/or it was not related to the main political discussion.

Through the 16 articles, the main conclusions that the authors allude to were: a) education is a social right that must be demanded and provided by the State; b) need for inter-sector articulations in Special Education; c) shared and responsible action among the entities to promote social and school inclusion; d) new and permanent public policy proposals; e) social inequalities generate many difficulties and obstacles to school and social inclusion; f) revision of teacher training policies; g) improvement of government policies; h) revision of the laws and normative and pedagogical documents; i) inadequacy and alienation of inclusive practices.

In this way, educational policies require a more effective, shared and permanent action of the entities to guarantee the quality of education for people with disabilities. The inclusion discourse that recommends that all students with disabilities must be enrolled in public regular schools, in fact, does not allow a study with quality, which is due to a policy that generalizes the proposals of inclusion for the regional socio-cultural diversities of Brazil.

In the RBEE, 11 articles conclude with concerns in analyzing educational policy. The main ideas presented in the works were synthesized: a) need for clearer and more effective policy guidelines; b) revision of laws and pedagogical programs; c) greater incentive to research; d) policies must be thought and formulated by the people; e) Censuses and databases are a support to understand the implementation of the policy; f) an institutional policy that favors social and school inclusion; g) inter-sectors articulation must be permanent; h) few resources and services to guarantee quality service.

Thus, the so-called inclusive policies need to be improved, mainly in their guidelines and in their financial, technical and pedagogical investments, as well as in the collaborative work between the entities and participation of the population.

In both journals, the researches have shown that policy is centralized to guarantee success in teaching and learning of students with disabilities. However, the policy of inclusion in Brazil has presented limitations on the administrative management of financial and human resources, as well as on the effectiveness of public policies.

Conclusions

Politics has a unique role in the search for continuous improvements in the school inclusion process, being also responsible for establishing the rules and the financing for the institutions. Therefore, researchers are, or at least should be, the main influencers in the evaluation and production of public policies, since their discussions and critics can help in overcoming the obstacles to the proposals of implementation.

Through our research, it was verified that there was a significant production of authors who debate the policies in the two main reference journals of the Special Education area, RBEE and REE, with an increasing number of papers, mainly from 2008 on, when new political developments were brought into regular schools. There is also a concentration of those authors in the most socioeconomically prosperous regions, such as the Southeast. In addition, the authors agreed to analyze different topics that concern the policy scope of Special Education, and used the most common methodologies in the Education area, such as qualitative research.

The papers raise questions about which subjects still need to be studied and which other types of methodologies can help analyze the policies, besides evidencing the need for a better scientific writing of the abstracts to inform readers about the methods used in the research.

Despite the number of papers published in the area of Special Education, we understand that the researches on that policy are fundamental to debate about school and social inclusion, and should therefore be continued providing new articles. Thus, the analysis of the current policy can contribute to reformulate new educational policies, making it possible to build an inclusive education that corresponds to the specific needs of students with disabilities and strengthen their learning.

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