

# International Journal of Human Sciences Research

*Acceptance date: 08/08/2025*

## **PUBLIC POLICIES ON SPECIAL EDUCATION IN FEDERAL INSTITUTES OF EDUCATION, SCIENCE, AND TECHNOLOGY**

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**Abstract:** This article discusses public policies on Special Education in the context of Federal Institutes of Education, Science and Technology and the inclusion of people with disabilities, based on bibliographic and documentary research. The theoretical framework is provided by Frigotto (2016), Garcia (2017), Schmidt (2018), Silva (2024), among others. To understand how these policies are recontextualized in the IFS, the materiality of the data collected revealed a theoretical corpus structured in two dimensions: Public policies for the inclusion of students with disabilities in professional and technological education in Brazil; and Special Education Policy in Federal Institutes: Advances, contradictions, inertia, and perspectives. The results indicate that public policies for Special Education are in an initial phase of implementation in the IFS. The implementation of Special Education policies as a right to education will depend on isolated actions by each institution, to the detriment of a structured and funded national policy. This process is strained by the logic of capital that surrounds the institutions. As a result, they are recontextualized in a contradictory manner, between a proposal for training workers and the neglect of guaranteeing humane conditions for the materialization of quality education for the school inclusion of students with disabilities.

**Keywords:** Public Policy; Special Education; Federal Institutes of Education, Science, and Technology