

## **Education and inclusion of young people and adults in professional and technological education: Inclusion of the visually impaired**

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### **ABSTRACT**

This Final Paper aims to discuss the Education and Inclusion of young people and adults in Professional and Technological Education: inclusion of the visually impaired, seeking the best way to include the disabled in this area. In addition, it seeks to discuss inclusion as a socialization resource in Brazil, since technical courses seek to cover the various areas in which they can operate. The research seeks to investigate how vocational and technological education institutions can effectively promote the inclusion of visually impaired young people and adults, ensuring that they have access to quality learning opportunities and technical training and, at the same time, addressing the specific barriers and challenges faced by this group when seeking vocational and technological education. The methodology used was bibliographical research, with a qualitative approach, exploratory in terms of objectives, and documentary in terms of procedures. The results of the study were achieved, as it sought to improve the quality of technical education, understanding that technological inclusion is of total importance in the life of an adult who seeks education even if it is a little later, education is very important at all ages.

**Keywords:** Technological education, Inclusion, Medium-level technical training.

### **METHODOLOGY**

In this context, this work was initially carried out by means of bibliographical research, which provided a survey of information taken from books, articles, magazines, dissertations and theses dealing with the subject. According to Lakatos and Marconi (1996, p.158), bibliographical research refers to a general synopsis of the main works already carried out, which are important in the educational field, as they are able to provide current and relevant data related to the topic, since the study of literature represents an indispensable source of information, and can even guide inquiries. Conducting this study was essential in order to get to know the studies of the researchers and the focus of the research carried out on the subject in question.

For this bibliographical review, in the case of this research, we used a bibliographical survey with analysis using the documentary procedure. Bibliographic research uses sources made up of material that has already been prepared, basically consisting of books and scientific articles located in libraries.

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Documentary research uses more diverse and dispersed sources, without analytical treatment, such as: newspapers, magazines, reports, official documents, letters, films, paintings, tapestries, company reports, videos of television programs, etc.

## **INTRODUCTION**

Currently, the entry of disabled people into the EJA has taken on a great dimension and challenge, despite the fact that young people have the right to education because they have special needs, in this case visual impairment, there is still a lot to adapt to their needs in order to really have a school with a truly functional inclusive culture. The EJA aims to be a place of diversity, of social inclusion, where we find students who were denied their right to education as children or adolescents, because their lives were threatened (ARROYO, 2019; PAIVA, 2011).

In order for young people and adults to have access to education, teachers who are prepared for this challenge are needed. The study of the literature is an indispensable source of information and can even guide questions. Conducting this study was essential in order to get to know the studies carried out by researchers and the focus of the research carried out on the subject in question.

Initially, he will discuss the history of the inclusion of disabled people in education in Brazil, citing some authors who have spoken about this issue, and will go into the technological education of these disabled people who, even today, suffer all kinds of discrimination.

## **THEORETICAL BACKGROUND**

### **THE HISTORICAL TRAJECTORY OF THE INCLUSION OF STUDENTS WITH DISABILITIES IN BRAZIL**

Currently, more precisely since the Law of National Guidelines and Bases LDB 9.394/96, "III - free specialized educational care for students with special needs, preferably in the regular school system; and also in the EJA," which establishes the inclusion of students with disabilities in regular schools, we have increasingly seen students in schools who have some form of disability, be it physical or mental.

But these students have not always been part of the student body in mainstream schools, and there was a long way to go before they were able to attend effectively and by constitutional right. In order to better understand this trajectory, we now turn to the history of inclusion in the country. When we revisit the history of inclusive education in Brazil, we see that the concern with access to education began in the 19th century, when the inclusion of people with disabilities was already being practiced in the United States of America and also in European countries.

During this period, discussions on this topic took on greater proportions, giving rise to public policies that regulated access and permanence for people with disabilities in schools, first in specialized



schools and then in regular schools. With regard to the process of inclusion in Brazil, motivated by experiences in other countries, it is important to understand that the concept of people with disabilities has in its history the remnants of a culture that has a very hostile and prejudiced view of the possibilities of socialization for people with disabilities. In this respect, Amiralian (1986, p.123) writes that:

In ancient times, different behavior was seen as a consequence of supernatural forces, and there was a predominance of a demonological conception of illness, especially mental illness. People with disabilities were little known to society, and babies with more obvious conditions were abandoned to die of starvation or to be devoured by wild animals. Also at that time, due to the valorization of the physical aspect.

It was only centuries later, around the 1960s and 1970s, that we saw any change in the concept of education for people with disabilities. According to Gomes (2001, p.57):

Initially confused by some as the notion that people with disabilities should be made as normal as possible, it actually meant creating institutional and care environments as similar as possible to those experienced by the general population. As a result of these principles, special schools and classes emerged which, in practice, ended up segregating not only people with disabilities, but also those with learning difficulties and behavioral disorders. From the 1980s onwards, the *mainstreaming* principle emerged, defending the right of children with disabilities to attend.

As we go through the history of inclusion, it is important to mention the World Conference on Special Needs Education in Salamanca, Spain, which was attended by 88 governments and 25 organizations from various countries in 1994. The outcome of this conference was the Salamanca Declaration, which should be considered a milestone in the process of inclusion in Brazil and worldwide. Among the various commitments made in the Salamanca Declaration (1994):

Every child has a fundamental right to education and should be given the opportunity to achieve and maintain an adequate level of learning; every child has characteristics, interests, abilities and learning needs that are unique; educational systems should be designed and educational programs implemented to take into account the vast diversity of such characteristics and needs; those with special educational needs should have access to mainstream schools.

Here in our country, inclusive education is divided into three long periods up to the present day: from 1854 to 1956 - marked by private initiatives; from 1957 to 1993 - defined by official national actions; and in the 1990s characterized by movements in favour of school inclusion. With the promulgation of the 1988 Federal Constitution, which was geared towards defending social issues, the government was forced to create policies to minimize social inequalities. Some of the provisions included protection and integration of people with disabilities into society. To this end, article 227 of the 1988 Federal Constitution obliges the state to:

Create programs for prevention and specialized care for those with physical, sensory or mental disabilities, as well as for the social integration of adolescents with disabilities, through training for



work and living together, and facilitating access to collective goods and services, with the elimination of prejudices and architectural obstacles.

With regard to legislation on the inclusion of people with visual impairments, it is the duty of the state to offer quality education to everyone, including those who did not have access to schooling at the right age, especially when it comes to young people and adults who did not have a chance to study when they were children, left school early for various reasons, as well as those who have some kind of disability, so we seek to learn to be a better citizen in all aspects, only then will school be the appropriate and privileged space for preparing for citizenship and full human development.

However, although education is a human right, it is essential to have school as a privileged space for the construction of knowledge. It is common for students to be turned down for the most diverse reasons, from a minor learning difficulty to a serious disability, although this does not deprive the young person of interaction, subsidies must be offered so that young people and adults with disabilities can learn technical content alongside other types of teaching.

## TECHNOLOGICAL EDUCATION FOR YOUNG PEOPLE AND ADULTS

Technological education for young people and adults is very important not only for the job market, but also for all visually and hearing impaired people to be included in society, and teachers need to be specialized so that they can understand the subjects more and more. Reflecting on the fact that the process of school inclusion is a major challenge, because the existing barriers were created historically by separating schools of technological education for young people and adults is a major obstacle for students with special needs, but prejudice, discrimination and physical structure are the biggest barriers in the process of providing accessibility for disabled young people in technical schools.

To this end, the inclusion of the disabled in technological education began in 1958, with the emergence of Paulo Freire's thinking after he gained notoriety by referring to marginalized people at the II Adult Literacy Congress, which provoked a reflection on illiterate subjects and surprised by conditioning the failure of schooling for young people and adults to the inadequacies of the pedagogical proposals aimed at them. This was a paradigm-shattering moment, as illiteracy began to be discussed as an effect of poverty and marginalization, contradicting previous conceptions by Haddad and Di Pierro (2000, p.124). The absence of educational policies for young people and adults in the 1990s, when the new LDB was published, slowed down this development. The executive delay resulted in the marginalization of the modality and showed that what is assured in the laws can be altered or postponed in practice, depending on the conceptions of the regent who must execute them, Frigotto (2016, p.76).

It is important that special young people and adults are included in technological education networks, because it is the right of every disabled person to study with other people and they believe that



this will lead to the school opening up to diversity, changing education in the country. School should be a place where young people and adults go to study, in other words, to learn in order to become better citizens in all aspects. Only then will school be the appropriate and privileged space for preparing for citizenship and full development.

There is a trend that argues that inclusion in technical schools should only benefit those students with less significant needs, who require small-scale arrangements. At this point, it is worth mentioning the view of Coll and Onrubia (1999), quoted by Dutra (2005, p.56) who deal with inclusive assessment in everyday school life, that the practice of learning assessment in everyday school life should point to the search for the best for each student, so it cannot be geared towards the selection of a few, as is still the case in many school systems.

So public policies aimed at technical education should adopt a concept of inclusive education that guarantees access to knowledge, school performance through better performance, and not just socialization, especially at the technical level when adults and teenagers are preparing for the job market, and are looking for technical courses to have a better chance of work.

It is in this sense that Garcia (2002, p. 26) questions:

How can a government develop programs to give disabled people access to schools, universities or jobs if there is no wheelchair access in these places? First we need to overcome the physical and intellectual barriers so that we can then implement an education program.

To this end, policies aimed at the inclusion of the visually impaired in technical schools, whether it's inclusion at school, or in the job market, or inclusion in general, still come up against the issue of accessibility, as we often see schools and companies that are not suited to the needs of people with disabilities. It is up to the technical school to seek learning that guarantees the student's development so that they become advocates of a society without discrimination and equality. No one disagrees that family support is essential to create learning support so that the visually impaired can study. There's no way it could be any different, so it's important to stress that it's still up to everyone, the state and society, to work together to think about the scale of the issue of inclusion today. The exclusion of the visually impaired should be understood as the most well-known aspect of a situation that has other consequences.

Furthermore, Silva (2010, p.24) describes that:

Schools have an obligation to guide families, many of whom are simple, uneducated, humble people who need support and guidance on the best path to follow. A person who is well stimulated and encouraged, whether they have a disability or not, will have more opportunity for healthy and happy growth, and will consequently become a well-resolved adult.

Another important aspect of the current challenge is to exercise the pedagogical function of public inclusion policies. Government institutions and non-governmental institutions must seek partnerships,



changing conceptions about the education of people with visual impairments, demanding a change in teacher training and planning to organize the resources needed to make inclusive education a reality. It is important that all students with special educational needs have access to a school that values its students so that students with visual impairments can broaden their knowledge.

Carvalho, R. (1997, p. 61) "emphasizes that the criteria for the transfer of funds and technical support should be based on the quality of the educational service guaranteed and not simply on the provision of places".

Di Pierro (2003, p.21) also states that compensatory education, which is still very much present today, is based on the belief that it is possible to replace schooling that was not previously done, whereas lifelong education aims to ensure education at any age and satisfy basic learning needs at every stage of life. Completing his argument, "inclusive education has to understand everyone, assimilating a plurality of skills, knowledge and different trajectories" Di Pierro (2003, p. 19).

The course at the technical school appears to be a place where she can feel, because the intervention takes place there. But on the other hand, the intervention, from an educational perspective, defines as its object the teaching and learning processes that the school establishes and implements, as well as the institution as a whole.

In order for a teacher to be able to work with visually impaired students, a lot needs to be invested in policies on continuing and ongoing training, and we believe that initial training alone is not enough. For training, Salles (2004, p.60) says:

Teacher training should take place in a specialized academic and institutional environment, promoting research into the problems of this type of education, seeking to offer theoretically based and socially contextualized solutions. Methods and techniques should be used that include codes and languages appropriate to specific learning situations.

This continuing training could be offered in the form of distance learning, with short courses. As far as visually impaired people are concerned, we can find different types of disability, whether physical or mental, which would make it impossible to provide specific training for each disability. What would be possible is ongoing training, taking into account the specific training requirements for teachers when dealing with different disabilities.

Taking an educational approach that defines teaching and learning processes as the object of its intervention presupposes, in some way, paying attention to what happens between others and with others in order to explain people's learning and development.

It could be said that these courses, which are given to teachers, are deficient, because in special education, in order to strengthen and train professionals with content based on the same principles and foundations, it is essential to create national curricular guidelines, even if few, but that more emphasis can



be placed on these special education courses, especially in the case of hearing and visual impairment, which is the case of this research.

There is still a lot to be done, and space must be provided for managers and educators to reflect on initial and ongoing teacher training courses, especially those specialized in working with visually impaired young people and adults, with regard to guidelines with a methodology aimed at ongoing teacher training in the country.

## **RESULTS AND DISCUSSION**

Accessibility in the construction of the environment is of fundamental importance, as the visually impaired face many battles to study, due to the fact that the State must enable visually impaired people to fully enjoy equal social participation and also have the right to a technical school that meets their needs, both in terms of accessibility and education at this technical level, so that they can have a chance in this very competitive job market.

To this end, it is important that standards are set to ensure uniform guidelines nationwide. As long as visually impaired people are limited to the physical environment, a lot still needs to be done. It can be seen that even today buildings are constructed without accessibility, for example in many public service buildings, apartments, libraries, schools, restaurants, sports facilities and on public roads.

## **FINAL CONSIDERATIONS**

Vocational and technological education can effectively promote the inclusion of visually impaired young people and adults by ensuring that they have access to quality learning opportunities and technical training, while at the same time addressing the specific barriers and challenges faced by this group in their pursuit of vocational and technological education. The training of a teacher to teach in a technical school for young people and adults with some kind of sight problem has to be with a lot of love, because the teacher should not have perfected the area, perfecting himself with various courses and for that he has to have more incentive from the government, this incentive must come from the Public Power, but as has been said, if the teacher does not like what he does he will not be a good professional.



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