

Implementation of a continuous training program for teachers by the educational psychologist to ensure the inclusion of students with Special Educational Needs in primary schools - Caála

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ABSTRACT

The general objective of this final project of the commune course is to implement a program of continuous training of teachers that allows the inclusion of students with Special Educational Needs in the Primary Schools n° 11 - Cangola and the Primary School n° 1 Augusto Ngangula in the municipality of Caála; Having as a problematic situation the lack of a continuous training program for teachers by the educational psychologist, it is difficult to ensure the inclusion of students with Special Educational Needs in the Schools in question. As for the type of approach, the quantitative-qualitative approach was chosen, and the type of investigation was descriptive. Regarding the methodology in the present investigation, theoretical methods were used, such as: bibliographic analysis and analysis - synthesis; and empirical level methods, such as: observation and questionnaire survey. Depending on the methods applied, the results of the research showed that the continuous training of teachers by the educational psychologist in the Primary Education Schools of the municipality of Caála was characterized as weak, since most of the teachers never participated in any continuous training on educational inclusion, special education of students with Special Educational Needs. The causes of the failure to carry out continuous teacher training in the inclusive perspective in the school in question were: lack of a school program on continuous training, lack of educational psychologist in the school to guarantee this training, lack of financial funds and others. The proposal of the continuous training program elaborated allows to train or empower teachers with scientific knowledge through the educational psychologist to ensure the inclusion of students with Special Educational Needs in Primary Schools in the municipality of Caála.

Keywords: Continuous training program for teachers, Educational Psychologist and inclusion of students with Special Educational Needs.

INTRODUCTION

For this research, we proposed to understand the role of the psychologist in teacher training to ensure the inclusion of students with Special Educational Needs in primary schools in the municipality of Caála.

Moura *et al*, (2018, p. 42) point out that the continuous training of teachers "aims to empower, train and support teachers to respond to the diversity of their students as a necessary condition for the classroom to be an inclusive classroom [...]".

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Luamba (2022) defines the Educational Psychologist as a professional who works in the field of education, in public or private educational institutions, as he collaborates to understand and change the behavior of educators and students, in the teaching-learning process, identifying their difficulties, developing strategies to solve them, as well as watching over interpersonal relationships and intrapersonal processes.

"The Educational Psychologist is responsible for changing the behavior of educators and students, in the teaching-learning process, in interpersonal relationships and in intrapersonal processes, referring to the political, economic, social and cultural dimensions. [...] It also participates in the elaboration of plans and policies related to the Educational System, aiming to promote the quality, appreciation and democratization of education" (SCHMENGLER, *et al*, 2022).

Taking into account the authors mentioned above, we agree with them, insofar as the educational psychologist is responsible for the evaluation of students throughout the teaching-learning process, because if he identifies any type of SEN, he must create conditions with the teacher to be able to carry out the educational inclusion of this student.

The problematic situation is related to the insufficiency of teachers with specific training to attend and carry out the inclusion of students with SEN, in order to ensure their inclusion in Primary Education Schools in the municipality of Caála.

Looking at the reality of the field of action, it can be assumed that the causes are:

- a) Lack of a continuous teacher training program in educational psychology subjects, in order to ensure the inclusion of students with SEN in primary schools;
- b) Absence of psycho-pedagogical support offices in primary schools in Caála;
- c) Lack of interest on the part of teachers in deepening their knowledge in the field of Special Educational Needs.

From this reality, numerous consequences arise, of which the following stand out:

- a) Poor academic performance of students with special educational needs in the different subjects;
- b) Social exclusion of students with SEN due to lack of inclusive methodologies;
- c) School absenteeism by students with SEN;

Thus, some proposals for solutions aimed at mitigating the negative effects of the problem under study are presented:

- a) Implementation of a continuous training program for teachers by the educational psychologist to ensure the inclusion of students with SEN in Primary Schools - Caála.



- b) Creation of a psycho-pedagogical support office in primary schools in Caála, in order to ensure diagnosis and monitoring of children with SEN.
- c) Creation of inclusive classrooms, to meet different learning rhythms and styles.

DESCRIPTION OF THE PROBLEMATIC SITUATION

The reality investigated was the lack of continuous training by teachers in the Primary Schools of Caála to ensure inclusive teaching.

This problem is important to be addressed, because according to data provided by the psycho-pedagogical office of the Municipal Directorate of Education at the level of Caála, some schools have a psycho-pedagogical office, but many of them are not functioning, because there are no appropriate policies for them to carry out their activities for which they were created. On the other hand, teachers have not been permanently trained to make their inclusion in the Primary Schools of Caála effective.

The lack of a continuous training program for teachers by the educational psychologist makes it difficult to ensure the inclusion of students with SEN in Primary Schools - Caála.

OBJECTIVES

For this research project, the following objectives were outlined:

General

Implement a program of continuous training of teachers by the educational psychologist to ensure the inclusion of students with SEN in Primary Schools in the municipality of Caála.

Specific

1. To characterize the process of continuous training of teachers by educational psychologists.
2. To identify the causes of the non-realization of the continuous training of teachers by the educational psychologist to ensure the inclusion of students with SEN in Primary Education Schools in the municipality of Caála.
3. Develop the continuous training program for teachers by the educational psychologist to ensure the inclusion of students with SEN in Primary Education Schools in the municipality of Caála.



THEORETICAL AND EMPIRICAL FOUNDATION

TEACHER PROFILE

In the educational context, "autonomy is considered as a way of positioning oneself and constituting oneself, personally and professionally, in the relationship with others" (BRASIL & SIVERES, 2012).

This idea is complemented by Contreras (2002), cit., by Brasil and Siveres, (2012) "referring that, from an autonomic perspective, the professional is continuously in search of learning and the reconstruction of his knowledge". From this, it is understood that problematizing the teacher's function is decisive to understand the process of effectiveness of autonomy in the pedagogical process, especially to understand how the learning relationship can be established from this perspective. To this end, it is believed that the attempt to characterize the profile of this professional and the meaning of their performance is fundamental to envision the formation of critical citizens, reconstructors of their knowledge and transformers of reality through their relationships.

According to Jeque (2018, p.12), profile "is a set of interdependent skills, qualities, and capacities related to certain domains of learning that can be observed and measured".

According to the same author (Jeque, 2018, p.12), he points out that:

"A teacher is the individual who seeks, in a planned way, to produce changes in certain people in the field of knowledge, attitudes, aptitudes and skills or people who want to achieve changes in personality behavior in other people. He adds that a student is an individual who is in formation and development. And in each of the stages of this development they have different characteristics, different needs, different ways of understanding things. Hence the importance that the knowledge of the student in its physical, emotional, intellectual and social aspects has for the teacher". For him, the student is not an ideal, abstract being, he is a concrete person, with concerns and problems, defects, aptitudes, he is a being in formation that needs to be understood by the teacher and by the other professionals of the school so that he is able to develop in a harmonious and balanced way. The student is not a deposit of memorized knowledge that he does not understand, he is capable of thinking, reflecting, discussing, having opinions, participating, deciding what he wants and what he does not want. The student is an agent, he is a human being just like the teacher (JEQUE, 2018, p.13) [...]"

According to Brasil & Siveres (2012), they state that:

The teacher, as the one who stimulates autonomy and is essentially the one who establishes a relationship of proximity, openness, flexibility and is in a constant process of seeking new knowledge, whether for personal improvement or for the enrichment of the student's learning process". These characteristics are interconnected and one fosters the other. For these authors, the teacher has to be flexible to respect the individualities and differences that are presented in the educational environment, to recognize himself as unfinished and in a constant process of transformation (BRASIL & SIVERES, 2012).

The profile of the teacher who fosters the autonomy of students in the pedagogical process requires, in general, in addition to a critical-reflective professional and reconstructor of knowledge, a



person who is sensitive and zealous to the most diverse conceptions of the world that are presented in the educational process, with respect to each one of them, regardless of their own convictions (*Ibid.*)

Brasil & Siveres (2012, p. 5) point out that the teacher:

It is the one who takes care of the students' learning, considering the term caring with the meaning of engaging and contagious dedication, ethical and technical commitment, to support the student with sensitivity and renewal, inserting the path of building autonomy. This author refers to caring without stifling, without tutelary, but to liberate, positioning the teacher as a researcher, as a professional who reconstructs knowledge based on scientific and, above all, educational principles" (BRASIL & SIVERES, 2012, p. 5) [...]."

According to Libâneo (2006):

The mediating character of the teacher finds support in the contributions by establishing a dynamic relationship with the student with the contents, while considering the knowledge, cognitive potential, interests, experiences and meanings that the students bring, helping them to question them. This mediation not only provides a fertile means for the elaboration of meaningful knowledge, but also predisposes teachers and students open to dialogue (LIBÂNEO, 2006).

However, it is necessary for teachers, in this modern world, to be interested in students, with appreciation for an imperfect human being, who has many feelings and potentialities.

TRAINING REMAINS A PREREQUISITE FOR THE INCLUSION OF STUDENTS WITH SEN

For Fürkötter, *et al*, (2014, p.3) maintain that: "A well-trained, motivated teacher, with adequate working conditions and involved in a process of continuous training, which provides him with elements for the constant improvement of his practice, is the most important element for a quality education". [...]."

In this sense, we understand quality education as that which prepares the subject:

For the enjoyment (and new productions) of spiritual and material goods. All this does not occur as a simple acquisition of information, but as part of life, which forms and transforms the living personality of each one, never forgetting that 'each one' does not live alone, and it is therefore necessary to think about living in a social way, in company and in relationship with people, groups and institutions (*Ibid.*).

Regarding the processes of continuous training, research has pointed out that they should be supported by the training needs of teachers, based on their workplace (Rodrigues; Esteves, 1993). They must also overcome the dichotomy between theory and practice, the lack of articulation of training actions with the reality of the teacher and the punctual and unsystematic character of the actions.

According to Silva & Araújo (2005), they emphasize that the continuous training of teachers then aims to rescue the fundamental contribution to the constitution of a reflective look at the teacher and his practice to better include children with SEN. Thus:



The study points out that the concept of reflection is a theme that runs through most of Freire's works. To this concept, Freire adds two new categories: criticism and permanent formation. In this sense, the continuous training of teachers should encourage the appropriation of knowledge by teachers towards autonomy and lead to a critical-reflective practice, encompassing the daily life of the school and the knowledge derived from the teaching experience. (Ibid)

According to Silva & Araújo (2005) state that:

It was only in the 1990s that continuous training began to be considered as one of the fundamental strategies for the process of building a new professional profile of the teacher". From this principle, the concept of teacher training is abandoned as processes of updating that occur through the acquisition of scientific, didactic and psychopedagogical information, decontextualized from the teacher's educational practice, to adopt a concept of training that consists of building knowledge and theories about teaching practice, based on critical reflection. For them, reflection is the movement between doing and thinking, between thinking and doing, that is, in "thinking for doing" and "thinking about doing". In this sense, reflection arises from curiosity about teaching practice. Thus, permanent critical reflection should be a priority orientation for the continuous training of teachers who seek transformation through their educational practice (SILVA & ARAÚJO 2005).

According to Rozek, (2012) defends an education that contemplates a reflective practice, in which practice is defined as the place of production of critical awareness and qualified action, with no hierarchical separation between what is thought and what is done.

From the perspective of Machado (2017, p.6), he sustains continuous training as:

"A resource in favor of education, which educators must appropriate to make a difference in the inclusive society, as it plays a very important role and a critical view of the educator about the school context and social inclusion, with a view to seeking educational procedures and methods in the rehabilitation of students with special educational needs, where, little by little, it is possible to develop the cognitive, motor, reflective and artistic skills of students with limitations. In special and inclusive education, teacher training is a fundamental part of the inclusion of people with disabilities in society" (MACHADO, 2017 p.6) [...]"

In this conception, the continuous training of teachers should encourage the appropriation of knowledge by teachers, towards autonomy, and lead to a critical-reflective practice, covering the daily life of the school and the knowledge derived from the teaching experience. Thus, for Silva and Araujo (2005, p.5), they state that the concept of continuing education of teachers should contemplate in an interconnected way:

The socialization of the knowledge produced by humanity; (2) the different areas of activity; (3) the action-reflection-action relationship; (4) the involvement of the teacher in systematic plans of individual or collective study; (5) the concrete needs of the school and its professionals; (6) the valorization of the professional's experience. But also: (7) the continuity and breadth of the actions undertaken; (8) the explanation of the different policies for public education; (9) the commitment to change; (10) collective work; (11) the association with scientific research developed in different fields of knowledge". (SILVA & ARAÚJO, 2005. p, 5) [...]"



DEFINITIONS OF INCLUSION

"The evolutionary perception of society allows us to look at the conceptual world that we have built in a dynamic and evolutionary way. Nothing is immutable and the transformative capacity that drives life depends on the direct action of each and every one of us in direct interaction with the different contexts of life that we experience" (MOURA, *et al*, 2018, p.17) [...].

According to Jesus & Santos (2021), in their view, inclusive education can be understood as:

A modern definition of education that aims to ensure the constitutional right of all to education. It is linked to equal opportunities, as well as to the appreciation of differences in all imaginable spheres. In other words, it is possible to say that inclusive education results in the modification of the culture, practices and policies in force, seeking to guarantee access to education for all, without distinction. (JESUS & SANTOS, 2021)

Thus, when we talk about school and inclusive education, the reflexive and reflective look at the other, at us and at the difference that unites us, makes it clear that inclusion is a concept that refers not only to difference or disadvantage, a concept that concerns not only students who differ from an apparent "norm" and who have Special Educational Needs, But it is a concept that refers to all of us who share common spaces of existence. In the community, in our home, in our schools and in our classrooms.

Freire (2008, p.1) states that inclusion:

"It is an educational, but also social and political movement that defends the right of all individuals to participate, in a conscious and responsible way, in the society of which they are a part, and to be accepted and respected in what differentiates them from others. In the educational context, it also defends the right of all students to develop and realize their potential, as well as to appropriate the skills that allow them to exercise their right to citizenship, through quality education, which was tailored taking into account their needs, interests and characteristics" (FREIRE 2008, p. 1) [...].

According to MOURA, *et al*, (2018, p.17), state that:

"Inclusion presupposes educational improvement, but also social improvement in a relationship of interdependence that will always mark the school's *raison d'être*. It differs, in everything, from a system that is concerned only with a specific group of students. It is concerned with improving the performance and activity and participation of all students through collaborative and active learning and the recognition of diversity as a social asset. Therefore, "Inclusion as an educational principle allows us to group in a common trunk the different values, principles and educational policies". That is why inclusion will always be an endless path, because education is made up of permanent changes and challenges." (MOURA, *et al*, 2018, p.17) [...].

Thus, Florentino & José (2022, p.8) understand by inclusion:

"The process through which all students, namely students with special educational needs, regardless of their race, linguistic or economic condition, sexual orientation, age, learning abilities, ethnicity, culture and religion, have the right to be inserted into normal pedagogical environments" (FLORENTINO & JOSÉ, 2022, p.8) [...].



The Salamanca Declaration (UNESCO, 1994) expresses its option for an inclusive school, in which schools should be adapted to all children, regardless of their physical, social, linguistic or other conditions, also proclaiming that:

Children and young people with special educational needs must have access to regular schools, which must be adapted to them through a child-centred pedagogy, capable of meeting these needs; Regular schools, according to this inclusive orientation, are the most capable means of combating discriminatory attitudes, creating open and supportive communities, constituting an inclusive society and achieving education for all (SALAMANCA DECLARATION, UNESCO, 1994).

IMPORTANCE OF THE PSYCHOLOGIST IN THE INCLUSION OF STUDENTS WITH SEN

The school institution has to reformulate itself, starting with its Pedagogical Political Project, which says how the school should be and what it should teach. For this to occur effectively, the presence of an educational psychologist is important to mediate the relationships between students, teachers and student teachers. According to Ventura (2016) "states that the initial challenge of the inclusion proposal is to carry out work that favors the awareness of educators and the technical team".

"The function of the school psychologist is not to solve problems, nor to simply disseminate psychological theories and knowledge, but according to their limitations, to help the school to eliminate the obstacles that stand between the subjects and knowledge (LIMA, 2015, p.15) [...]".

Segundo Lima (2015) encourages that:

Understanding the importance of the psychologist's performance from the perspective of school inclusion is of paramount importance today, due to the demands that exist in this context. It is known that school inclusion in Angola has been the subject of several educational and political debates, in favor of improving access and service to students with SEN. Thus, there is a need for the psychologist to work in the school so that a critical view of the education process can be developed. In this way, this professional will contribute in a comprehensive way to improving the quality of education, enabling the construction of a meaningful education for the development of the human being (LIMA, 2015).

In order to understand the need for psychologists to work in schools, it is highlighted that students with SEN need to be welcomed and attended by a professional who knows how to carry out interventions based on Psychology. Thus, the psychologist through a psychological evaluation of these students will contribute to the application of educational practices, according to their peculiarities. Thus, the psychologist at school must prioritize the understanding of learning as a complex process that respects the individuality of human subjectivity. Also, this professional must apply his knowledge by cooperating with managers and pedagogues in the planning and development of the pedagogical political project. Assist teachers in the planning of school activities in the face of students' difficulties, give lectures to families and the entire school community, aiming at quality education for all (*Ibid*).

According to Tessaro (2005), cited by Ventura (2016) highlights the lack of preparation of many educators to deal with children with special educational needs, which can often generate fear, a feeling of incapacity and powerlessness, as well as reinforce mechanisms of discrimination and segregation. In this sense, the educational psychologist must contribute to the preparation of the agents involved in the inclusive education process. Thus, the educational psychologist must act in a preventive manner and also focused on problem solving (VENTURA, 2016).



The skills of this professional and their knowledge should support educators through a critical view and collective actions, and enable mechanisms to transform institutional dynamics (Ventura, 2016). In this way, this author emphasizes that teachers will engage in a more specialized training to deal with the new reality, that is, to teach inclusive classes with the use of a wide variety of resources, based on attitudes favorable to inclusion.

In addition, this professional's understanding of the inclusion of children with special educational needs in regular classes facilitates the teacher's attachment to a new vision of teaching and learning, and his or her performance in guiding parents, teachers and other specialists are essential elements to benefit educational projects.

According to the same author in (2016.p 5), he emphasizes that the educational psychologist is a professional who:

"It operates in the field of education, in formal or informal institutions. It collaborates to understand and change the behavior of educators and students, in the teaching-learning process, in interpersonal relationships and in intrapersonal processes, always referring to the political, economic, social and cultural dimensions. Performs research, diagnosis and psychopedagogical intervention individually or in groups. It also participates in the elaboration of plans and policies related to the Educational System, aiming to promote the quality, appreciation and democratization of teaching (VENTURA, 2016.p.5) [...]"

In this sense, for Lima (2015, p. 17), he states that:

"The psychologist's performance in the school context should contribute to the inclusion of students with SEN, because through their interventions together with managers, pedagogues, teachers and parents, a quality education for all can be built. This implies that the importance of this professional in the school is fundamental, as he has the ability to support the teacher in the face of the difficulties of students with SEN, give guidance to the family and restructure actions in favor of effective school inclusion" (LIMA, 2015, p. 17) [...]"

However, the work of the psychologist in the school environment is very important because it is characterized by a preventive and therapeutic service. When it comes to the educational inclusion of people with SEN, it plays a crucial role in preparing the professionals involved, family support and supporting the student community.

CAUSES OF THE NON-REALIZATION OF CONTINUOUS TEACHER TRAINING FROM THE PERSPECTIVE OF INCLUSION

According to Kafrouni & Pan (2001), the inclusion process is not easily achieved only through the establishment of a law. It requires a series of gradual measures to reformulate teaching that starts with curricula, methods and means, and goes beyond. Such as the lack of trained human resources, public



policies in the field of inclusive education, weak incentive from the state and also the lack of interest on the part of citizens.

From the perspective of the author cited above, the causes of the non-realization of continuous training of teachers from the perspective of inclusion are: lack of a school program on continuous training, lack of educational psychologists in the school to guarantee this training, lack of financial funds and others.

According to Silva (2011), there are difficulties and limitations about inclusion, on the one hand there are regular school teachers who report the harsh reality of working conditions, or the high number of students per class, the inadequate physical network and the limits of professional training. On the other hand, parents who prefer to keep their children in specialized institutions for fear of discrimination in regular education. Despite this, it is possible to see changes in attitudes, conceptions and attitudes on the part of educators, researchers and the general public, as these differences have already been incorporated as natural attributes of humanity. According to this author:

"it is, therefore, a matter of proposing actions and measures aimed at ensuring the rights conquered, the improvement in the quality of education, investment in a broad training of educators, the removal of physical and attitudinal barriers, the provision and provision of material and human resources, among other possibilities" (SILVA, 2011 p.14) [...].

Inclusive education involves planning and investments of resources, therefore, it requires the commitment of government agencies as prior preparation of the school environment, with investments in infrastructure and in the pedagogical area to receive these students. That schools have adequate and sufficient physical spaces such as classrooms, resource rooms, coordination rooms, reinforcement rooms, recreation spaces, parks, in addition to accessibility such as ramps and bathrooms. In the pedagogical area, schools should have adequate didactic material, technological resources and well-qualified professionals with the offer of continuing education courses for all (*Ibid*, p.19).

The Salamanca Declaration (1994) says that the key to the success of inclusive schools is that all educators are properly prepared. In addition, it recommends that teachers in initial training receive positive guidance in the face of SEN, that they have the ability to assess Special Educational Needs, adaptation of curricular content, ability to use technologies, individualization of pedagogical procedures and work together with specialists and parents.

Santos *et al* (2012, p.139), point out that:

"The teacher's lack of knowledge about the peculiarities of disabilities, the non-recognition of the potential of these students and the lack of flexibility in the curriculum can be considered determining factors for attitudinal barriers, generating pedagogical practices that are distant from the real needs of the students and resistance to inclusion (SANTOS, ET AL, 2012, p.139) [...]".



According to Jesus & Santos (2021), they point out that:

As it was possible to ascertain, it is possible to say that the main barriers faced by the implementation of inclusive education in educational establishments are: a) the lack of preparation of teachers and other collaborators; b) the absence of infrastructure equipped with appropriate materials; c) the lack of assisted technology, d) the practice of bullying; e) the excess of students. In view of this, it is worth mentioning that the school system urgently needs to undergo modernization, getting rid of archaic stereotypes, seeking modernization at all times, through the qualification of teachers, the application of new pedagogical practices, new forms of relationship between students and teachers and, in particular, a restructuring of school spaces, thinking about the inclusion of people with special educational needs in the classrooms. (JESUS & SANTOS, 2021).

CONSEQUENCE OF THE LACK OF A PSYCHOLOGIST IN THE INCLUSION OF STUDENTS WITH SEN

According to Frias (2009), he says that inclusion in school:

It is an issue that needs to be taken seriously, and must be treated responsibly. It is essential that students feel part of the environment and that the educational institution is a welcoming and inclusive space. In view of this, the absence of inclusion in school can have serious consequences for the development of children and adolescents (FRIAS, 2009).

According to Santos *et al* (n.d.), the consequences of this reality are:

- a) Difficulty adapting;
- b) Poor academic performance of students with educational needs;
- c) Special in the different disciplines;
- d) Lack of pedagogical skills when dealing with students with SEN;
- e) Social exclusion of students with SEN due to lack of inclusive methodologies;
- f) School absenteeism by students with SEN, etc. (SANTOS *et al*, SD).

ACTIONS TO HAVE THE EDUCATIONAL PSYCHOLOGIST IN INCLUSIVE SCHOOLS.

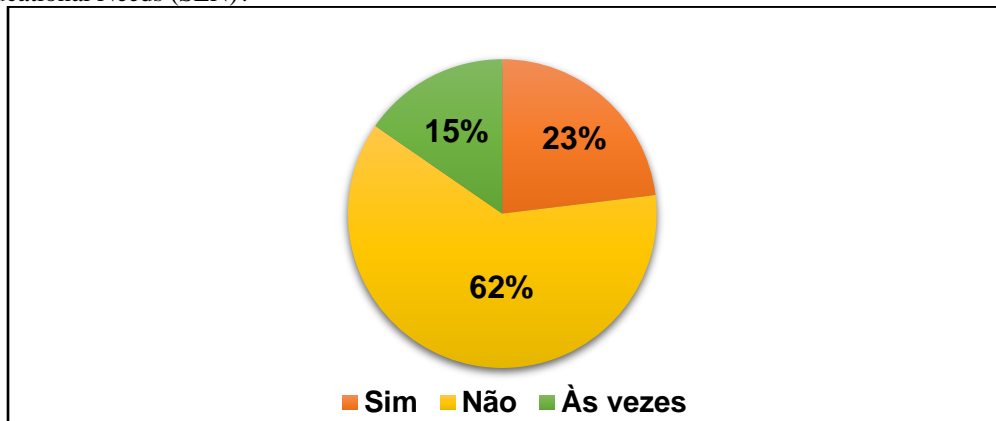
According to this author, Frias (2009) points out that:

Public policies can certainly create spaces, promote projects, ensure rights and duties. However, this alone is not enough to guarantee true inclusion. The laws alone do not account for the inclusion process, in addition to them, there must be human, pedagogical and physical conditions and resources so that what is proposed in the laws is applied in reality, with really significant results. And, for all this to really be effective, a change in mentality is fundamentally urgent. Thus, these educational policies and laws should serve as a lever to attract professionals trained in these areas, in order to provide support in diagnosing, evaluating and monitoring children with SEN and also providing support to teachers (FRIAS, 2009).

PRESENTATION, ANALYSIS AND DISCUSSION OF THE MAIN RESULTS OF THE RESEARCH

In this chapter, the main results of the research are presented, analyzed and discussed, taking into account the data collected through the surveys applied to teachers.

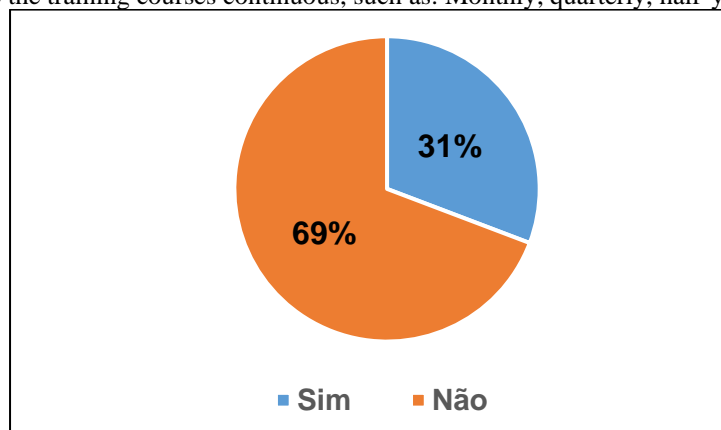
Graph 1. Has the School benefited from a continuous training program for teachers, in order to ensure the inclusion of students with Special Educational Needs (SEN)?



In relation to the previous question, of the 13 teachers surveyed, 8 answered no, 3 said yes and 2 answered sometimes, as can be seen in the graph below.

Taking into account the data presented in graph nº 1, it allowed us to conclude that most of the respondents have not benefited from a continuous training program for teachers, in order to ensure the inclusion of students with special educational needs (SEN), a reality that diverges from the perspective of Silva and Araújo (2005) because, corroborating these authors, continuous training of teachers is important because it aims to enhance, to train the teacher with theoretical and practical knowledge that will allow them to carry out the educational inclusion of students with Special Educational Needs.

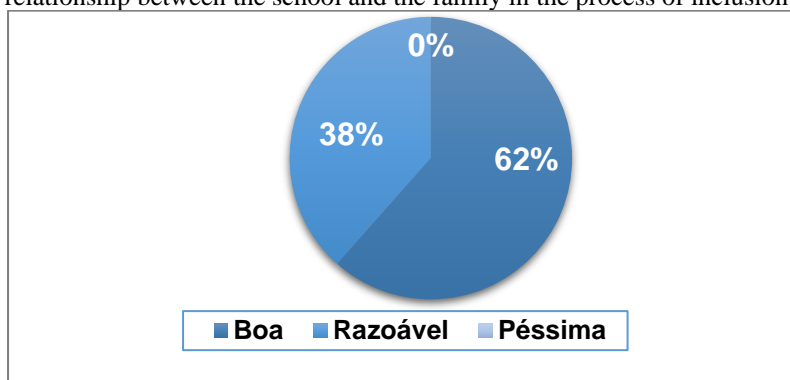
Graphics 2. Are the training courses continuous, such as: Monthly, quarterly, half-yearly and annual?



Looking at the previous question, we can see from the 13 teachers surveyed, 9 said no and 4 said yes. Taking into account the data that graph number 2 shows us

Based on the data presented in graph no. 2, it was concluded that most respondents have not benefited from continuous training, such as monthly, quarterly, semi-annually and annually, because according to Machado (2017 p.6), and in agreement with it, it reaffirms that continuous training is a resource in favor of education, which educators must appropriate to make a difference in an inclusive society, because it plays a very important role and a critical view of the educator about the school context and social inclusion, with a view to seeking educational procedures and methods in the rehabilitation of students with special educational needs, where, little by little, cognitive, motor, reflective and artistic skills can be developed for students with limitations. Therefore, it is essential that teachers benefit from continuous training on a monthly, quarterly, semester and annual basis so that teachers are empowered with knowledge that allows them to serve and include students with special educational needs in society.

Graph 3. What is the relationship between the school and the family in the process of inclusion of students with SEN?

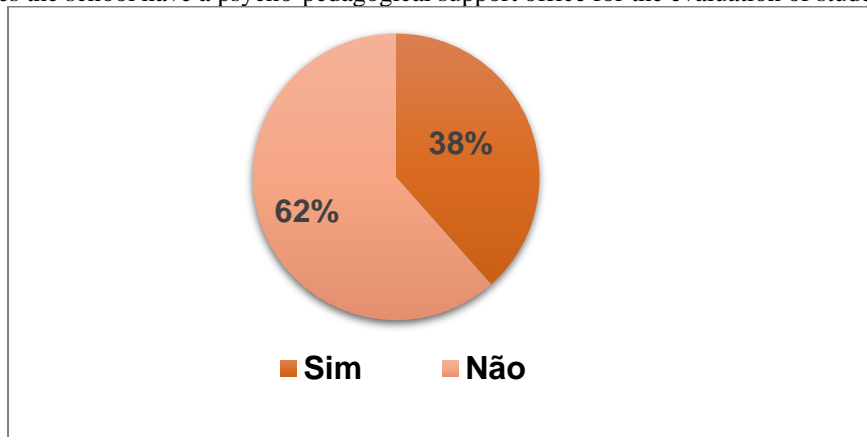


Regarding question no. 3, the 13 teachers surveyed stated that the relationship is: good 8, reasonable 5 and very bad 0. According to the chart below.

Looking at the data presented in graph 3, it can be concluded that most respondents say that the relationship between school and family in the process of inclusion of students with Special Educational Needs is good, which puts us in unanimity with Picanço (2012, p.25), as this author states that education needs to change and that changes can be negotiated between the different educational agents, and the school has the role of making them more visible and real, making families more interested, close and aware of their importance. Nowadays there is an increasing need for schools to be in perfect harmony with the family. The school is an institution that complements the family and together they become pleasant places for everyone to live together. Education is one of the fundamental components of the socialization process of any individual, with a view to full integration into their environment. The school should not live without the family, nor should the family live without the school. One depends on the other, in an

attempt to achieve a greater goal, whatever it may be, because a better future for students is, automatically, for the whole society.

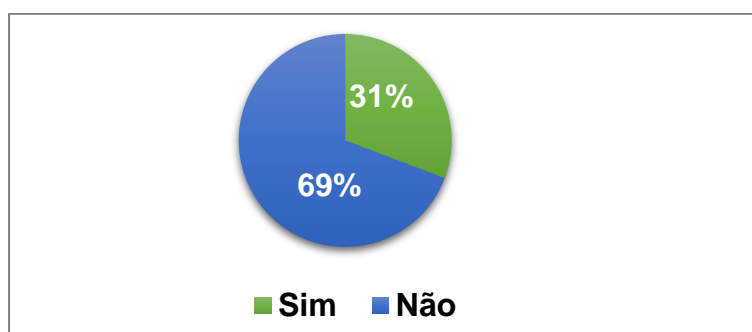
Graph 4. Does the school have a psycho-pedagogical support office for the evaluation of students with SEN?



The question above states that of the 13 teachers surveyed, 5 said yes and 8 said no. As shown in the graph below.

These data, which are presented in graph 4, allowed us to conclude that most of the respondents affirm that schools do not have a psychopedagogical support office for the evaluation of students with Special Educational Needs, which diverges from the perspective of Creste and Dias (2012), as this author points out that schools should have psychopedagogical offices so that the educational psychologist can evaluate students and identify the type of Special Educational Need and depending on the type, finding methodological strategies to achieve the inclusion of students.

Graph 5. The school has material conditions to ensure inclusion such as: access roads for wheelchair users, classes with two teachers, classes with a maximum of 20 students and of these 5 with SEN, didactic material such as posters, pictures, braille machines, prostheses.



Regarding the question above, 4 teachers said yes and 9 said no, which makes 13 in the total number of teachers surveyed, as can be seen in graph number 6.

According to the data presented in graph nº 5, it helped us to conclude that most of the respondents affirm that schools do not have the material conditions to guarantee inclusion, which totally clashes with



the perspective of Bonato, *et al* (p.2, Sd), and agreeing with the same authors, he states that there is a need for the preparation of the school team, resources, accessibility, in short, the entire apparatus that make up the pedagogical practice, are important tools in this process, but it is necessary to go further, as we can see in the assumptions that support the construction of an inclusive education, endorsed by the National Guidelines for Special Education in Basic Education.

PROPOSAL FOR A METHODOLOGICAL STRATEGY FOR CONTINUOUS TEACHER TRAINING FROM THE PERSPECTIVE OF INCLUSION OF STUDENTS WITH SEN

The methodological strategy was built with a view to being implemented for the continuous training of teachers of Primary School No. 11 - Cangola and Primary School No. 1 Augusto Ngangula - Caála, who participate in the process of inclusion of students with Special Educational Needs.

Activity nº 1 – National legislation on pupils with EN

Participants: Teachers

Responsible: School management and researcher

Free Cancellation Duration: 2 hours

Completion time: Before the start of the first quarter at teacher training seminars.

Objectives:

- ✓ To know the Salamanca Declaration which speaks of the World Conference on Special Educational Needs: Access and Quality from 7 to 10 June 1994; Presidential Decree No. 20/11, of 18 January, which approves the statute of the Special Education Modality, Law No. 17/16, of 7 October, the Basic Law of the Education and Teaching System, which establishes the principles and general bases of the Education and Teaching System, Law No. 10/16, of 27 June, the Accessibility Law, which establishes the general rules, conditions and criteria for people with disabilities or with limited mobility; Presidential Decree No. 187/17, of 16 August, which approves the National Policy for Special Education Oriented towards School Inclusion.

Contents or topics for training

- ✓ The Salamanca Declaration of the World Conference on Special Educational Needs: Access and Quality from 7 to 10 June 1994;
- ✓ Presidential Decree No. 20/11 of 18 January, which approves the statute of the Special Education Modality in Angola;
- ✓ Law No. 17/16, of 7 October, the Basic Law of the Education and Teaching System, which establishes the principles and general bases of the Education and Teaching System;



- ✓ Law No. 10/16, of 27 June, the accessibility law, which establishes the general rules, conditions and criteria for people with disabilities or with limited mobility;
- ✓ Presidential Decree No. 187/17, of 16 August, which approves the National Policy for Special Education Oriented towards School Inclusion.

Methods: Expository and explanatory - illustrative, joint elaboration and group work.

Procedures or techniques:

- ✓ Exposition, explanation, illustration of the content;
- ✓ Conversation and interaction between trainer and participants through questions;
- ✓ Debate technique.

Teaching methods: Seminary.

Teaching facilities: Whiteboard, computer, overhead projector and teaching material.

Forms of evaluation: Through the participation of teachers selected for training during the seminar and tests.

Activity No. 2 – Inclusive classroom

Participants: Teachers

Responsible: School management and researcher

Free Cancellation Duration: 2 hours

Completion time: Before the start of the first quarter at teacher training seminars.

Objective: To define an inclusive classroom.

Content:

- ✓ Define an inclusive classroom;
- ✓ Importance of the inclusive classroom;
- ✓ Characteristics of the inclusive classroom;
- ✓ Importance of having schools with inclusive classrooms.

Methods: Expository and explanatory – illustrative, joint elaboration and group work.

Procedures or techniques:

- ✓ Exposition, explanation, illustration of the content;
- ✓ Conversation and interaction between trainer and participants through questions;
- ✓ Debate technique.



Forms of teaching: Seminars and theoretical-practical classes.

Teaching means: Whiteboard, computer, overhead projector, teaching material, images and videos.

Forms of evaluation: It will be materialized through the participation of the selected teachers in the training during the seminar and tests.

Activity nº 3 – Continuous teacher training in the inclusive perspective

Participants: Teachers

Responsible: School management and researcher

Free Cancellation Duration: 2 hours

Completion time: Before the start of the first quarter at teacher training seminars.

Objective: To explain the importance of teacher training in inclusive schools.

Content:

- ✓ Continuous training of teachers from an inclusive perspective;
- ✓ Importance of teacher training in inclusive schools;
- ✓ Characteristics of teachers trained in the inclusive strand.

Methods: Expository and explanatory – illustrative, joint elaboration and group work.

Procedures or techniques:

- ✓ Exposition, explanation, illustration of the content;
- ✓ Conversation and interaction between trainer and participants through questions;
- ✓ Debate technique.

Forms of teaching: Seminars and theoretical-practical classes.

Teaching means: Whiteboard, computer, overhead projector, teaching material, images and videos.

Forms of evaluation: It will be materialized through the participation of the selected teachers in the training during the seminar and tests.

Activity nº 4 – Pedagogical Differentiation and Inclusive Pedagogy in the teaching process of students with SEN

Participants: Teachers

Responsible: School management and researcher



Free Cancellation Duration: 2 hours

Completion time: Before the start of the first quarter at teacher training seminars.

Objective: To define what is Pedagogical Differentiation and Inclusive Pedagogy in the teaching process of students with SEN.

Content:

- ✓ Define Pedagogical Differentiation and Inclusive Pedagogy in the teaching process of students with SEN;
- ✓ Importance of Pedagogical Differentiation and Inclusive Pedagogy;
- ✓ Characteristics of trained teachers in the field of Pedagogical Differentiation and Inclusive Pedagogy;

Methods: Expository and explanatory – illustrative, joint elaboration and group work.

Procedures or techniques:

- ✓ Exposition, explanation, illustration of the content;
- ✓ Conversation and interaction between trainer and participants through questions;
- ✓ Debate technique.

Forms of teaching: Seminars and theoretical-practical classes.

Teaching means: Whiteboard, computer, overhead projector, teaching material, images and videos.

Forms of evaluation: It will be materialized through the participation of the selected teachers in the training during the seminar and tests.

Activity nº 5 – Deepening the knowledge of different concepts

Participants: Teachers

Responsible: School management and researcher

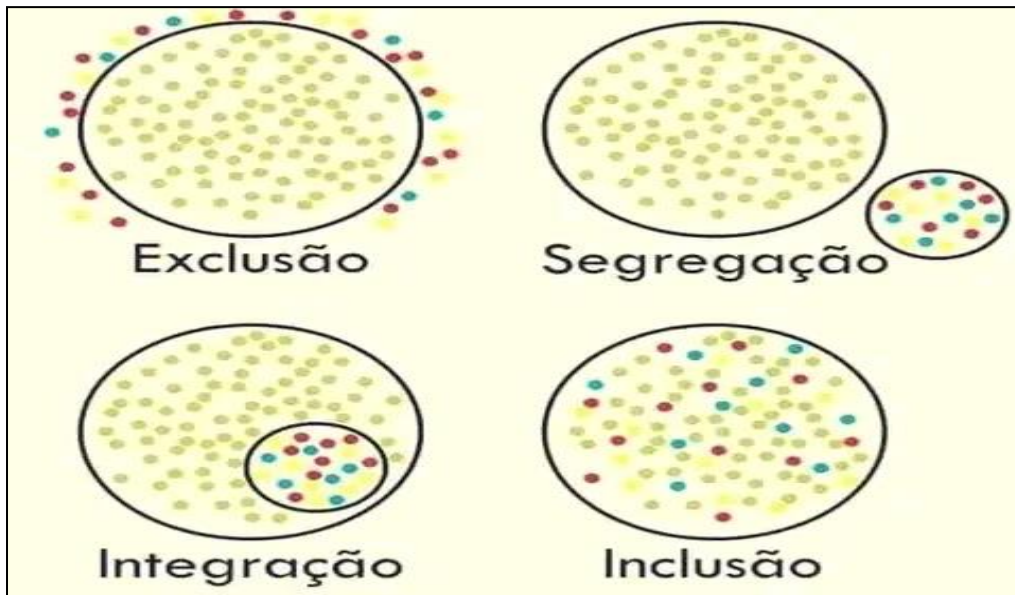
Free Cancellation Duration: 2 hours

Completion time: Before the start of the first quarter at teacher training seminars.

Objective:

- ✓ Understand and analyze the difference between the concepts of exclusion, segregation, integration and inclusion.

Contents: Concepts of exclusion, segregation, integration and inclusion.



Excerpted from <http://inclusio1.blogspot.com/2013/05/aprenda-diferenciar-inclusão>

Methods: Expository and explanatory – illustrative, joint elaboration and group work.

Procedures or techniques:

- ✓ Exposition, explanation, illustration of the content;
- ✓ Conversation and interaction between trainer and participants through questions;
- ✓ Debate technique.

Forms of teaching: Seminars and theoretical-practical classes.

Teaching means: Whiteboard, computer, overhead projector, teaching material, images and videos.

Forms of evaluation: It will be carried out through the participation of the selected teachers in the training during the seminar and tests.

Activity nº 6 - Methodological strategies that the teacher should use in the classroom for the teaching of students with SEN.

Participants: Teachers

Responsible: School management and researcher

Duration: 1 hour and 30 minutes

Completion time: Before the start of the first quarter at teacher training seminars.

Objective: To know the different methodological strategies that the teacher should use in the classroom for the socio-educational inclusion of students with SEN

**Content:**

- ✓ Methodological strategies, organization and structuring of the inclusive classroom;
- ✓ Material resources;
- ✓ Intervention activities in the classroom;
- ✓ Positive behavioral strategies;
- ✓ Environmental variants;
- ✓ Affective variables and personalized efforts;

Methods: Expository and explanatory – illustrative; joint elaboration; group work.

Procedures or techniques:

- ✓ Exposition, explanation, illustration of the content;
- ✓ Conversation and interaction between trainer and participants through questions;
- ✓ Debate technique.

Forms of teaching: Seminars and theoretical-practical classes.

Teaching facilities: Whiteboard; computer; overhead projector; teaching material and posters.

Forms of evaluation: Through the participation of teachers selected for training during the seminar and tests.

CONCLUSIONS

However, depending on the problematic situation, the objectives outlined and the results of the research, the following conclusions were reached:

The continuous training of teachers by the educational psychologist in the Primary Schools of the municipality of Caála was characterized as weak, since most of the teachers have never participated in any continuous training on educational inclusion, special education that they lose to carry out the inclusion of students with Special Educational Needs.

The causes of the failure to carry out continuous teacher training in the inclusive perspective in the school in question were: lack of a school program on continuous training, lack of educational psychologists in the school to guarantee this training, lack of financial funds and others.

The proposal of the continuous training program elaborated allows to train or empower teachers with scientific knowledge through the educational psychologist to ensure the inclusion of students with Special Educational Needs in Primary Schools in the municipality of Caála.



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APPENDIX nº 1 – Questionnaire applied to the teachers of the Primary School - Caála

Dear teacher, this questionnaire obeys anonymity and aims to collect information regarding the continuous training of teachers by the educational psychologist to ensure the inclusion of students with SEN in Primary Education schools - Caála. The research is entitled: "implementation of a continuous training program for teachers by the educational psychologist to ensure the inclusion of students with SEN in Primary Education schools – Caála". Your contribution is fundamental because it will help us to find the appropriate ways to implement inclusion in the schools in question.

General Information

Idade _____ anos Gender: F ___ M ___
Estado Civil: Solteiro _____ Maritalmente _____ Casado _____ Divorciado _____
Academic Level: Médio _____ Bacharel _____ Licenciado _____ Mestre _____ Doutoramento _____
formação _____ Area _____

Put an X in the option you find convenient or write if you don't have one

1. Has the school benefited from a training program for teachers in order to ensure the inclusion of students with SEN?
Yes () No () Sometimes ()
2. Training is continuous, such as:
Monthly () Quarterly () Semester () Annual ()
3. What is the relationship between the school and the family in the process of inclusion of students with SEN?
Good () Fair () Terrible ()
4. Does the school have a psychopedagogical support office for the evaluation of students with SEN?
Yes () No ()
5. Does the school have material conditions to guarantee inclusion, such as: access roads for wheelchair users, classes with two teachers, classes with a maximum of 20 students and of these 5 with SEN, didactic material such as posters, pictures, braille machines, hearing aids?
Yes () No ()

Thank you very much for your contribution!