

Chapter 24

Inclusive education: legislation and investments in continuous teacher training

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ABSTRACT

This article is a bibliographic study that aims to present some discussions on the subject with emphasis on the investments that are happening in the continuing education of teachers to work in Inclusive Education. We present some regulations that are providing legal support for this training to take place.

1 INTRODUCTION

This article proposes to present some discussions about the main documents that deal with the continuing education of teachers for inclusive education and the investments that have been taking place in Brazil.

We believe that the proposed topic is extremely relevant, given that it deals with fundamental rights that have been neglected for years and even today, in many places, the applicability of laws, norms, treaties is not considered, nor the applicability of resources allocated breaking down architectural, cultural and social barriers, especially in schools.

Seeking support in recent history, we found several reports that, in teacher training establishments, the teaching of content about inclusion was generally out of context, the pedagogical currents were

We emphasize that after the pandemic period and the return of students to face-to-face teaching, there has been a significant advance in the number of students who are in need of this specialized educational support and in this context we highlight the importance of bringing to the debate the ways in which the continuing education of teachers has been structured to work with this target audience. We dialogued with Silva (1986), Nóvoa (1995), Sasaki (1997), Carvalho (1998), Silva (2003), Silva (2006), Moreira (2009), according to Messiou and Ainscow (2015), and some regulations from the Ministry of Education that will be inserted in the construction of our arguments. Our perception is that this continuing education to deal with diversity needs to be built through investments in theoretical studies, in pedagogical practices developed on a daily basis with students and in discussions with peers, thus seeking pedagogical possibilities that will contribute to the socialization and mainly to enable access to knowledge for all students.

Keywords: teacher training, investments, inclusive education, diversity.

confusing and there was little field practice by undergraduates in schools or educational entities that had students with educational needs. special, regularly enrolled.

Supervised internships should be better planned so that students of different graduations experience the practice and knowledge to work with students with special educational needs in schools, that is, in their real learning space, so that when they assume positions of teachers or even of managers could organize their plans respecting the legal norms and above all knowing in practice the real educational scenario.

It should be noted that for many years special education was absent from the curriculum of many educational institutions and, in this context, many teachers did not have contact with this reality during their initial training. Moreira (2009, p. 33) clarifies that teachers did not have:

[...] no complementary theoretical preparation that would collaborate with their knowledge in special education, being, therefore, based only on governmental discourses, which prefer tacit knowledge to epistemological knowledge.

With regard to education, whatever the space, it is necessary to respect and value the diversity of students. This action requires the school to assume its responsibility, in addition to ensuring relationships within it that enable the creation and maintenance of inclusive spaces.

It is not possible to talk about inclusion without the Departments of Education, the Institutions responsible for education seeking to know the real demand for assistance to students with special needs, through the creation of information systems and, above all, the Initial and Continuing Training of Teachers.

Carvalho (1998, p. 36) says:

[...] regarding this aspect, the national guidelines for special education in basic education, ensure the Training of Teachers for teaching in diversity, as well as for the development of teamwork, which are essential for the effectiveness of inclusion .

Agreeing with the thought above, it is clear how fundamental it is for teachers to work in inclusive education to develop skills and abilities that can contribute to the search for flexibility strategies, such as rethinking the way of developing the curriculum in the school routine with alternative pedagogical practices.

The disabled person is usually represented as an individual who cannot handle doing everything alone. He is a being incapable of having all the requirements of human survival in a competitive society.

According to Silva (2006) human society has a highly economic interest and has as a parameter that the perfect body is synonymous with profit. And it is this body without dysfunction, without anomalies that manages to compete in the job market. Still in the words of Silva (2006), the body that nothing resembles the perfect is an obstacle to production and people considered strong feel threatened by the human fragility of the disabled person. This thought is commonly found in some reports of family members who say that students with disabilities in regular classrooms delay the performance of other children.

Thus, to become inclusive, the school needs to ensure that its teachers, management team and other employees receive adequate training, are aware of the rights of students with special needs and are clear about the duties of the school, and of each citizen or citizen who makes up that educational team; in addition to reviewing the forms of intervention in force in all the segments that make it up and that interfere in it. This training will ensure that teachers are able to work pedagogically and socially with everyone, providing learning and more humanized relationships.

2 RESULTS AND DISCUSSION

We consider the legislation to be fundamental for guaranteeing the access and permanence of people with disabilities in school. However, it is understood that legislation alone does not transform this reality that we have lived with for so many years.

The Convention on the Rights of Persons with Disabilities in its article 1, approved by the UN, through Resolution n. A/61/611 and, approved in Brazil by Legislative Decree n. 186/2008, brought the concept of people with disabilities, providing that:

[...] people with disabilities are those who have impairments of a physical, intellectual or sensory nature, which, in interaction with various barriers, may obstruct their full and effective participation in society with other people (BRASIL, 2008).

Which is the basis for the Brazilian Inclusion Law (LBI) of 2015, in its article 2. It is up to the Public Ministry and society as a whole, the role of transforming agent, to make society inclusive, raising the person with disability to the condition of having the right to life, freedom, equality before the law.

In this perspective, we agree with Sasaki (1997, p. 49), when he states that,

The desired inclusion policy requires quantitative and qualitative intensification in the training of human resources, guarantee of financial resources and pedagogical support services, public and private, specialized to ensure the educational development of students.

Through the letters of the laws it is necessary to make several reflections. It is true that there is no law, treaty or convention that obliges human beings to like people with special needs. However, we understand that it is essential to educate for diversity, for harmonious coexistence with difference, for respect and tolerance, in the hope of a more just, fraternal and cooperative society.

Seeking to guarantee rights for all and with the understanding that the role of teachers as trainers, mediators is fundamental in the educational process, and in 2018, Brazil, through the Ministry of Education, invested R\$ 1 billion in the National Policy for Training of Teachers, with the creation of 190,000 vacancies in the Institutional Program for Teaching Initiation Scholarships (Pibid), in the Pedagogical Residency Program and in the Open University of Brazil (UAB). The funds invested, through the Coordination for the Improvement of Higher Education Personnel (CAPES) for the 2018/2019 biennium, guaranteed 45,000

vacancies for Pibid, 45,000 vacancies for the Pedagogical Residence and 100,000 vacancies at UAB (BRASIL, 2018).

Educators considered this value still small, as unfortunately public policies change according to political interests and parties in power. And, in this context, we highlight that in times of difficulties that arose with the Covid-19 Pandemic, it was necessary to rethink investments in education.

Considering that education has a transversal dimension that permeates all social reality, it is fundamental to understand that the investment applied in it will reflect on the country's future and on the socio-cultural level of future generations.

In Brazil, among several fronts of action, the Ministry of Education (MEC) launched the Plan of Articulated Actions (PAR), which is a technical and financial assistance strategy that aims to promote the improvement of the quality of public Basic Education, observed the goals, guidelines and strategies of the National Education Plan (PNE).

At another level of education, more than R\$ 36 million were transferred to Federal Institutions of Higher Education (IFES) without University Hospitals. The objective of the action was to support graduation courses in Medicine at Federal Universities that do not have their own university hospitals, for the purpose of using them in practice scenarios for internships, through funding resources.

In March 2021, MEC launched the IF Mais Empreendedor program, which aims to support the development of extension actions aimed at the technological training of micro and small companies and individual entrepreneurs.

In addition, on April 14, the Ministry launched the Evidence-Based National Literacy Report, which consolidates successful literacy experiences developed in several countries (BRASIL, 2021). Among several sources of acting were released:

a) The fourth cycle of the Articulated Action Plan (PAR)

The Articulated Action Plan (PAR) is a technical and financial assistance strategy that aims to promote the improvement of the quality of public Basic Education, observing the goals, guidelines and strategies of the National Education Plan (BRASIL, 2021).

Currently, the PAR is a fundamental management instrument, within the scope of the MEC and the related authorities, allowing the coordinated action of the Union, the States, the Federal District and the Municipalities to promote the improvement of the quality of public Basic Education (BRASIL, 2021).

It is expected that the PAR will stimulate federative articulation (practices that strengthen the collaboration regime) and improve the result of decentralized actions and policies in the Brazilian public educational sector and, consequently, facilitate the achievement of the goals of the PNE, through the conjunction and potentialization of efforts and elimination of any gaps or overlapping of actions (BRASIL, 2021).

Renabe is the result of the 1st National Conference on Evidence-Based Literacy (CONABE), organized by the Literacy Secretariat of MEC. The Conference gathered in Brasilia, in October 2019, renowned national and foreign experts, as part of the actions to implement the National Literacy Policy (PNA).

The main objective of Renabe (National Evidence-Based Literacy Report) is to synthesize the state of the art of research on literacy, literacy and numeracy, with a view to improving the quality of public policies and practices for teaching reading, writing and mathematics in Brazil. Throughout the ten chapters, the evidence presented in the report constitutes a solid technical basis that guides decisions within the Literacy Secretariat. The document will also be able to help managers and federated entities in the elaboration of educational policies for the first school years (BRASIL, 2021).

As for inclusion, BRL 254 million was invested to promote accessibility actions and support the school inclusion of special education students, enrolled in ordinary classes in regular schools and bilingual schools for the deaf. The Resource Room Program is developed with investment from the National Education Development Fund (FNDE).

As provided in Resolution MEC/FNDE n° 15, of October 7, 2020, BRL 254 million were transferred through the Direct Money at School Program (PDDE), to serve 9,200 schools throughout the national territory. Resources were committed in 2020 and executed in the current year. Another step was opened for joining the program, with the expectation of serving 1500 schools (BRASIL, 2021).

b) Training Day on Entrepreneurship in Education

The Technical Cooperation Agreement (ACT) between the Ministry of Education (MEC) and the Brazilian Micro and Small Business Support Service (Sebrae) aims to train 540,000 Basic Education teachers (BRASIL, 2021).

The project will focus on five major axes: Innovative Entrepreneurship in Professional and Technological Education (EPT); Territorial Development; Appreciation of Practices; Student Training; and Teacher Training (BRASIL, 2021).

c) Basic Education Monitoring Panel in the context of Covid-19

The MEC Platform provides educational and health data to help decision-making by leaders in the context of the Coronavirus (BRASIL, 2021). The document contains data from the 2020 School Census and health data regularly extracted from the Coronavirus panel of the Ministry of Health (BRASIL, 2021).

Analyzing the plans of government agencies in Brazil, it is clear that, in terms of teacher training, Brazilian plans do not address this issue as important. Another aspect that draws attention is the financial values, which are modest and do not include an agenda, but separate programs, out of context.

When it comes to teachers, there is no doubt about the large number of variants that involve the real demand and the numerous needs of the category, however, it is certain that good teachers are needed to have quality schools, competent, independent and independent students. reflective.

3 THE HISTORICAL CONTEXT

Critically analyzing the historical context of human deficiencies has become essential in all societies. Even at the beginning of human civilization, there was already the exclusion of people with disabilities, those who did not fit the so-called standards of normality.

In ancient Rome, children with disabilities were thrown into the sewers. And for centuries they were somehow left aside, sometimes hidden in churches, other times interned in asylums or hospitals.

In Ancient Greece, the cult of the body, perfection and athletic ideals led people with disabilities to be sacrificed or hidden.

Contempt for people with disabilities also appeared in Plato's thinking in his third book of his work "The Republic", in which he preaches the sacrifice of the weak and disabled under the argument of social and economic well-being. Although his ideas regarding the principles of education were ahead of their time, he had an exclusive conception of people with disabilities, which was a common feeling in that period. Silva (2003, p. 4) points out that:

He will establish in our republic a medicine and a jurisprudence that is limited to the care of those who received from nature a healthy body and a beautiful soul; and as for those who have received an ill-organized body, let them die and let those with an incorrigible soul be punished with the death penalty.

The idea of elimination, that is, of getting rid of people with disabilities continues with Plato (1986 apud SILVA, 1986, p. 124) when he stated: “[...] as for sick children and those who suffer any deformity, they will be taken, as is fitting, to an unknown and secret whereabouts”.

Only in 1948 did the first political guideline appear that points to the inclusion of individuals with special needs in education systems, the Declaration of Human Rights, which states that “Every human being has the right to education” (UNICEF, 1948). Some Laws were regulated, but our perception is that due respect, applicability and compliance with these laws were lacking.

Not only thinking of people with disabilities, whatever their type, but, above all, of human beings, it is urgent to have a position of rejection of the lack of guidelines and disrespect for the rights of people with disabilities at all levels and places; especially at school, a place of learning, coexistence and acceptance.

In this sense, the school environment should be welcoming, stimulating, favoring the student's interest in learning, and progressing more and more in studies, society and work, with the teacher as a facilitator, orchestrator of work and learning for all.

Since the teacher is a professional who spends most of his time with students, he needs to have mechanisms that facilitate his work in his routine, making it essential to invest in his training. With regard to the issue of the need for continued training of teachers for inclusive education, Nóvoa (1995, p. 28) informs that,

[...] teacher training must be conceived as one of the components of change in close connection with other sectors and areas of intervention and not as a kind of precondition for change. Training is not done before the change, it is done during.

Based on the thought above, teacher training for inclusive education needs to be experimented with, implemented and ensured in the Brazilian reality, in a broad and diversified way. In this perspective, we agree with Sasaki (1997, p. 49), when he states that,

The desired inclusion policy requires quantitative and qualitative intensification in the training of human resources, guarantee of financial resources and pedagogical support services, public and private, specialized to ensure the educational development of students.

According to Carvalho (1998), school inclusion is a politically correct proposal, which represents important symbolic values, consistent with equal rights for all, in a favorable educational environment.

In order to move forward in this special education policy, it is of fundamental importance to ensure the continuous training of teachers, supported by a Pedagogical Project and put into practice with the support and collaboration of the School Management.

It is important to remember that it is the process of action-reflection that continuously feeds the path of the entire educational community, in view of the construction of people who are subjects of their own history. Inclusion, therefore, is not a goal to be achieved, but a journey with a purpose and in this journey teachers must build and expand their skills on the experiences they already have with the aim of reaching all children and their abilities.

There is an urgent need for changes in all countries of the world to guarantee the rights of all people, whether they have a disability or not. After so many treaties, agreements, congresses and conferences, several countries committed themselves to a renewed structure for sustainable development by adopting the 2030 Agenda for Sustainable Development, with 17 Sustainable Development Goals (SDGs) and 169 targets, with the aim of eradicating poverty and promoting a dignified life for all (GT AGENDA 2030, 2021).

This document called the Manual to ensure Inclusion and Equity in education recognizes the actions that people, communities and governments need to take to ensure the well-being of the population and the planet, promoting social and human development, protection and care for the environment environment, economic growth and equity.

Quality inclusive education is a goal in itself (SDG 4) and a means to achieving all other SDGs (UNESCO, 2019). The legislation provides the articulation of the principles and rights needed to create an inclusive framework:

- 1) Articulates the procedures and practice of the educational system;
- 2) Enables a flexible curriculum;
- 3) Introduces community governance;
- 4) Values Multiculturalism: bilingual teaching and learning.

Dimension 4 of the Manual for Ensuring Inclusion and Equity in Education states that “[...] teachers should be provided with opportunities to gather their experience and professional expertise in order to re-examine their practices, with the aim of making actions more responsive and flexible for students” (UNESCO, 2019, p. 26).

Teachers and support staff must be prepared to respond to student diversity during initial training and in context. They should have the opportunity to participate in professional development in relation to inclusive and equitable practices (UNESCO, 2019).

To implement an education in fact and in law, the manual brings some strategies to encourage attendance and inclusion based on some behaviors:

- 1) Breaking away from traditional environments with a proposal to apply innovative practices to the field of education;
- 2) Appropriate educational methodologies;
- 3) Creation of groups where there are social exchanges between peers, because we really believe that children and young people learn more and better with their peers, if properly guided, than in a two-way relationship, adult / child or young person;
- 4) Sharing practices among colleagues as an effective means of encouraging teacher development.

Teachers in inclusive systems must evaluate the efficiency of their teaching to achieve the success of their students, they must also know what is essential to do so that each student can learn in the best possible way.

[...] Teachers need to have the ability to conduct the assessment and to prepare themselves they need continuous professional development, and in this perspective they need to find ways to work with special educators, psychologists, social workers and health professionals, when available (...)
(UNESCO, 2019, p. 34).

In the current situation, it is known that for teacher training for inclusive education there are fundamental values that support teachers' skills in the development and maintenance of inclusive practices: the appreciation of student diversity, since it is known that differences are seen as a resource and asset for education; the need to support all students, as teachers have high expectations for all achievements;

teamwork, since working with others is essential to improve the practices used in continuous and contextual learning and personal and professional development environments (UNESCO, 2019).

Specialization is important in teacher training, but they should develop expertise, skills and experience to work with the variety of learning difficulties they encounter. According to Messiou and Ainscow (2015), teacher development should:

- 1) Take place mainly in the classroom, where practice takes place;
- 2) Connect and build on the competence available within the school, making connections with existing knowledge;
- 3) Create cooperative spaces where teachers can plan together, share ideas and resources, and have the opportunity to observe each other in their daily work; as well as developing a common language that is practiced by everyone involved in the learning environment;
- 4) Continuous personal and professional development, considering that when teaching, the teacher also learns, therefore it is admissible that the responsibility for his own lifelong learning is his, without logically removing the responsibility of the bodies responsible for quality education and managers (MESSIOU; AINSCOW, 2015).

Training programs should incorporate these values in order to empower teachers and support them to develop responses and practices to help students face difficulties in their learning. Training in educational contexts, that is, in the work environment itself, empowers teachers and encourages changes in their pedagogical practices and attitudes.

4 FINAL CONSIDERATIONS

Teacher training for inclusive education has been advocated since the National Education Guidelines and Bases Law - LDB 9394/96, which defines that education systems need to ensure that teachers become qualified to offer quality education to meet the needs of learners' needs.

Even after so many years of the enactment of this law, we still perceive the lack of knowledge about the peculiarities that involve each disability and, in this case, the investment in the continuing education of teachers in the work environment itself, offers the opportunity for growth and enrichment of the practices developed.

For inclusion to really happen, it will be necessary for teachers to be prepared to work with diversity. It is aware that this preparation also involves undergraduate courses, since they contribute both theoretically and in practice, on the school floor so that the teacher has epistemological clarity about the bases that underlie this knowledge.

In this article, we point out some regulations and continuing education courses offered by MEC, which seek to support teachers trying to guarantee equity in this pedagogical service. However, we emphasize that the teacher himself, in his daily life with his students, and with his peers, needs to find

pedagogical alternatives that meet different needs, since we did not find a unique profile of disability or ways of learning.

Therefore, we conclude that based on the legislation and on the perceptions about the ways of learning, the continuous formation and in context of teachers to work with diversity needs to be built through an aligned work between the civil society, the governmental and non-governmental institutions and families and guaranteed investments in theoretical studies, in pedagogical practices developed on a daily basis and in discussions with peers, thus seeking pedagogical possibilities that will contribute to the socialization, access to knowledge and learning of all students.

The benefits of the research consist of expanding knowledge and discussions, as well as the possibility of developing interventional actions to raise awareness and access to human rights for all through education and, essentially, teacher training.

Inclusion must ensure a life full of rights and duties, this implies happiness, well-being, and there is no happiness in the midst of intolerance and disrespect for differences, it is the new possibilities in learning, work and life that will ensure that everyone learn together and in communion.

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