



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research

Vol. 11, Issue, 12, pp. 52458-52463, December, 2021

<https://doi.org/10.37118/ijdr.23619.12.2021>



RESEARCH ARTICLE

OPEN ACCESS

EDUCATION AND PERSON WITH DISABILITIES: POSSIBILITIES FOR A CROSSING FROM THE PERSPECTIVE OF AN INCLUSIVE PROFESSIONAL AND TECHNOLOGICAL EDUCATION IN BRAZIL

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ARTICLE INFO

Article History:

Received 08th September, 2021
Received in revised form
06th October, 2021
Accepted 10th November, 2021
Published online 25th December, 2021

Key Words:

Professional and Technological Education.
Inclusion. Disabled person.

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ABSTRACT

Esta pesquisa, de campo e documental, de abordagem qualitativa adota como objetivo geral analisar as possibilidades de acesso e permanência da pessoa com deficiência na Educação Profissional e Tecnológica de nível médio no Instituto Federal de Educação, Ciência e Tecnologia Sul-rio-grandense - IFSUL - Campus Sapucaia do Sul. Por sua vez, delimitou-se os seguintes objetivos específicos: investigar os princípios norteadores adotados pelo IFSUL para a inclusão de jovens com deficiência. Como aporte teórico, destacam-se as contribuições de Gramsci (2001), Frigotto (2001), Saviani (2003), Ramos (2005, 2014), Mantoan (1998, 2003, 2006), Alves e Barbosa (2006), Garcia (2008), Nunes e Sobrinho (2008), dentre outros. Os resultados da pesquisa apontam para a importância do Núcleo de Apoio às Pessoas com Necessidades Específicas (NAPNE) no processo de inclusão da pessoa com deficiência dentro dos Institutos Federais de Educação, Ciência e Tecnologia, evidenciando, diversas práticas inclusivas que, por sua vez, possibilitam o acesso e permanência do jovem com deficiência na Educação Profissional e Tecnológica de nível médio no IFSUL – Campus Sapucaia do Sul.

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Citation: Antônio Soares Junior da Silva. "Education and person with disabilities: possibilities for a crossing from the perspective of an inclusive professional and technological education in Brazil", *International Journal of Development Research*, 11, (12), 52458-52463.

INTRODUCTION

The debate about youth, differences, cultural diversity and, consequently, the inclusion of people with disabilities, has occupied an important space in academic discussions in the last decade. With regard to educational inclusion, much has been discussed about the social and cultural representations surrounding the person with a disability who, in many aspects, has been represented as an incapable person, both intellectually and with regard to work activities. Therefore, we propose a problematization about the inclusion of people with disabilities in the Federal Institutes of Education, Science and Technology, in an attempt to answer two research questions: 1. What are the possibilities of access and permanence of young people with disabilities in vocational education and IFSUL mid-level technology, Sapucaia do Sul campus? 2. How are actions for the inclusion of youth with disabilities in professional and technological education carried out, in particular, at IFSUL/Campus Sapucaia do Sul?

In view of this, this research adopted as its general objective to analyze the possibilities of access and permanence of young people with disabilities in secondary level vocational and technological

education at IFSUL – Sapucaia do Sul campus¹. In turn, we list as specific objectives to investigate the guiding principles adopted by IFSUL for the inclusion of people with disabilities and to create an informational application. As for the research methodology, we would like to make some notes. Regarding data analysis, our work is qualitative in nature, considering that we propose the analysis of quantitatively non-measurable data. In turn, we adopted as procedural methods the field and documentary research, whose investigative locus was the Federal Institute of Education, Science and Technology Sul-rio-grandense - Campus Sapucaia do Sul, more specifically, in Integrated High School. In the political-social context in which Brazil finds itself, of increasing dismantling of public policies already consolidated on inclusion, the research developed here is presented as a way of stating the advances and setbacks regarding the inclusion of people with disabilities in education professional and technological, analyzing the process of implementation and development of NAPNE actions, so that we can record positive actions of continuing education, reception and inclusion of people with disabilities in the Federal Institutes of Education, Science and Technology - IFs and, in turn, in professional education.

Professional and Technological education in Brazil: Professional and technological education plays a fundamental role in the country's social and economic development. From its beginnings, in Empire Brazil, to the present day, this type of teaching has presented multiple and complex training models to meet the presuppositions of development of the productive forces and the sociopolitical interests of our society. Therefore, we consider it important to analyze and study this epistemological field of professional and technological education, from the perspective of human development, discussing the multifaceted contributions of this modality to the integral and inclusive development of Brazilians, especially for our workers and their children. Professional and technological training has at work the essential framework for training male and female workers as well as their sons and daughters. From this perspective, educational processes must overcome precarious courses, historically offered to the working class, and almost always disconnected from an emancipatory education. There is indeed an educational principle that guides the work and for work that includes specific technical training, scientific principles of the technique itself and the social function of this technique linked to improving the quality of life. Thus, professional and technological training with inclusive and emancipatory goals, based on the educational principle of work, assumes a dimension of integral training. In view of this, professional and technological education, which are proposed in the face of technological changes and new models of product arrangements, goes beyond the eminent need of the so-called "labour market". Above all, it is necessary to consider an integral formation of the subject. About this, Pacheco (2010 p. 24) states that education for work "is understood as empowering the human being, as integrality, in the development of their capacity to generate knowledge from an interactive practice with reality, from the perspective of their emancipation".

Still on this, Saviani (2003) defends the concept of polytechnics that advocates the break between science and technique, demonstrating that the work process is carried out in an indivisible, inseparable way, from manual and cognitive attributes. In the context of professional education, polytechnics must be understood as:

mastery of technique at an intellectual level and the possibility of flexible work with the recomposition of tasks at the creative level. It supposes the going beyond a merely empirical knowledge, by requiring the use of more abstract ways of thinking. It goes beyond simply technical training by assuming a broad profile of a conscientious worker, capable of critically acting in creative activities and autonomously seeking the knowledge necessary for their progressive improvement (MACHADO, 1992, P. 19).

Therefore, professional education must be understood as a multidimensional process, as it breaks with the traditional notion of technical training as something linked only to manual work. As Saviani (2003, p. 136) writes "the notion of polytechnics moves towards overcoming the dichotomy between manual work and intellectual work, between professional instruction and general instruction". It is worth noting that both the notions of work and professional education, discussed here, lead us to a conception of culture. Initially, it is highlighted that the meaning of the word culture is broad and diverse, which goes back to the origins of Social and Human Sciences and even Philosophy. His understanding ranges from Durkheimian determinism, from Morgan, Tylor and Frazer's evolutionary theories, from Boas' cultural relativism, to contemporary conceptions of culture linked to the symbolic and the human condition, such as in Geertz, Thompson and Eagleton, among others. In addition to the aforementioned perspectives, it is worth highlighting Marx's contributions to the understanding of culture, evidently crossed by work. For Marx, in the relationship between history and culture there are subjects in concrete situations and pre-determined by the superstructure, evidently permeated by work and production conditions. Gramish will also make an important contribution to studies about culture when speaking of "cultural hegemony" which refers to the idea of domination through culture.

In view of this, the concept of culture in professional education does justice to the need to understand the "cultural, economic and political forces that shape society, in order to perceive the interaction between the school system, its curricula and social relations". In this sense, the pedagogical praxis must envision "the man in his spaces and in his relations with the world, allowing that, in his training, the individual has access to all theoretical foundations allied to the practice, which allows him to enter the world of work" (IFSUL, 2016, p. 17). This way, the understanding of culture provides, in addition to reflection on oneself and the social place the student occupies, a reflection on the means of social domination and oppression mediated by symbolic products, not only by the economic sphere. Thus, the understanding of the relationship between work and culture underlies a "critical understanding of how human society works and is constituted in its social relations and how the world of nature, of which we are a part, works" (FRIGOTTO; CIAVATA; RAMOS, 2005, p. 76). In the meantime, the need to understand man as a socio-historical subject, made up of multiple relationships, multiple spaces and multiple cultures, is reinforced. The notion of culture in professional education leads us, therefore, to the meaning and transformation of "experienced, known, recognizable and identifiable realities whose interpretations can be made by all members of a particular historical formation" (BRENNAND, 2009, p. 4).

Inclusion, disabled persons and education: contemporary contextualizations: Affirmative action public policies for the inclusion of the most vulnerable students, both in Higher Education and in federal secondary institutions, must be understood as a mechanism for the State's disposition towards the notion of social justice, so that it can, through less partially, to combat sociocultural injustices suffered by social groups that have historically been excluded from the educational process. In this sense, the quota policy is based on the basic concept of the Modern State, social welfare (BATISTA, 2018). In view of this, it can be said that affirmative action policies stand as a device against material inequality, considering that, from a formal point of view, everyone is equal before the law. In this context, Law number: 12,711/2012 and Law number: 13,409/2016 can be understood as a formal attempt to combat material inequality. It is worth noting that when we talk about material equality, we are talking about concrete situations, access and permanence in school, access to higher education, urban accessibility, inclusion. In view of this, to speak of inclusion is to speak of equality, understood here from a two-dimensional, formal and material perspective, from the plane of ideas, and from the practical plane of life. Fraser (2001) writes that the recognition of this double semantic articulation allows us to fight for the "realization of substantive equality", that is, concrete (Piovesan, 2005, p. 56). Thus, we can only speak of social justice from this intellectual stance on the dichotomous equality in this country, which differs formal equality from practical equality (BATISTA, 2018). The commitment to social transformation also requires studying the materialization of public policy actions and the effective response to society. In this sense, the disparity between formal equality and material equality must be tackled, so that social justice can actually take effect. It is worth noting that we have made some progress with regard to the access of historically marginalized classes and, in particular, of male and female workers, their sons and daughters. It is necessary to understand not only the access possibilities provided by Law number: 12,711/2012 and Law number: 13,409/2016, but also the conditions of permanence.

Law number: 12.711/2012 deals with the reservation of vacancies in federal universities and in institutions of the Federal Network of Education, Science and Technology, such as IFs, CEFETs, among others. According to Santiago (2015, p. 02) it is undeniable

that the referred law represents the active role of the State in virtue of the search for a material equality. It represents an imperative, within its competences and jurisdiction, that seeks to fix the most superficial and emerging deficiencies of the Brazilian educational scenario as a whole.

Endorsing this perspective, Brito Filho (2014, p. 123) writes that Law number: 12,711/2012 can be understood as “an action aimed at the more equal distribution of an important good, which is education, both at the level higher and secondary level, in this case, in technical education institutions”. It brings with it the ideal of social justice dear to the Democratic Rule of Law. It is noteworthy that the inclusion of educational institutions from the federal network in the affirmative actions of this law took place only in 2016, with the approval of Law number: 13,409/2016, which in addition to allocating 50% of places to public school students in federal institutions of secondary level, deepens its reach by determining that places must be distributed by course by self-declared black, brown, indigenous and people with disabilities in proportion to their population within each state, evidently, according to data from the last census of IBGE. In order to comply with the National Policy on Special Education from the Perspective of Inclusive Education and other legislation, the Federal Institute of Education, Science and Technology Sul Riograndense prepared and implemented the IFSul's Inclusion and Accessibility Policy, which, in general provisions, in the Article 1, provides:

§ 1 This policy proposes access and permanence of all students through accessibility and the necessary resources, in all courses offered by the Institute, primarily for blacks, browns, indigenous people, people with disabilities, people in a situation of socioeconomic vulnerability and from public schools.

Another preponderant factor of the IFSul's Inclusion and Accessibility Policy, which goes beyond the reservation of places for students with disabilities, is the inclusion in the document of a title called PERMANENCE AND SUCCESS AT IFSul, which regulates the actions for permanence and success of students with disabilities, blacks, browns and indigenous peoples. The implementation of Support Centers for People with Specific Needs has significantly contributed to the institutionalization of several inclusive education policies within the scope of the Federal Network for Education, Science and Technology. It can be inferred that the Support Centers for People with Specific Needs (NAPNEs) play a fundamental role in the construction of an inclusive education culture in the Federal Institutes of Education, Science and Technology. Therefore, NAPNE becomes a direct agent for the implementation of the IFSul's Inclusion and Accessibility Policy. In the context of IFSul's Inclusion and Accessibility Policy, the Support Center for People with Specific Needs (NAPNE) plays a crucial role in guaranteeing access and permanence of people with disabilities within IFSul. As Pacheco (2010, p. 16) writes, the Federal Institutes assume as fundamental “aspects of current policies” for the construction of a democratic and sovereign country, which presupposes the fight against inequalities and, “in the field of decision-making processes, in the intermediation the interests of different groups using social justice criteria due to their social function, which the Institutes affirm professional and technological education as public policy” (PACHECO, 2010, p. 16). Therefore, the Federal Institutes have played an important role in the inclusion of socially and historically excluded vulnerable groups, both with regard to their internalization, and with regard to the policy of inclusion and affirmative actions provided by Law number: 12,711/2012 to the Law number: 13.409/2016.

DATA ANALYSIS

The methodology and applied techniques proposed to investigate the conditions of access and permanence of young people with disabilities in secondary level vocational and technological education at IFSUL – Sapucaia do Sul Campus. Overall, the research was carried out in two stages. The first consisted of collecting data from a primary source and aimed to collect documented information about students characterized as people with disabilities from the Support Center for People with Specific Needs (NAPNE) and the Academic Records Coordination (CORAC). In the second stage, field research was carried out, in which we used the interview as an instrument for data collection. With the approval of Law No. 13,409/2016, which established, in the first half of 2018, reservation of places in its

technical courses for students with disabilities at the Federal Institute of Sul-rio-grandense (IFSul), provided greater access possibilities for students with deficiency. When the law was implemented in the first half of 2018, the IFSul Sapucaia do Sul Campus received 21 students approved in this quota modality - a record among all 14 IFSul campuses in the state. Since the implementation of Law No. 13,409/2016, that is, the first half of 2018, 30 students with disabilities have enrolled in high school technical courses on the Sapucaia do Sul campus. Distributed as follows: 12 in the computer course, 7 in the administration course, 5 in the events course, 3 in the plastics course and 3 in the mechanics course. In the second half of 2019, students with disabilities regularly enrolled at the institution totaled twenty-four (24) students distributed in the six secondary-level technical courses offered by the campus in question. Regarding dropouts, internal and external transfers and course change, six (6) students performed some type of procedure. In the IT course, one (1) student changed courses, one (1) performed an external transfer and one (1) volunteered to cancel their enrollment. In the Administration course, an external transfer was carried out. In the Events course, one (1) student canceled enrollment and joined another course. And in the Plastics course there was also a voluntary cancellation of enrollment.

The process of selecting the interviewees for this work was one of the difficulties faced. A meeting was held with NAPNE coordinators and representatives to reflect on which male and female students could voluntarily participate in the research without causing any affective and emotional harm to them. At first, six (6) students were pre-selected. After being contacted and informed of the purpose of the work, two (2) did not feel comfortable in conducting the interviews. Due to appointments, schedule mismatches and other factors, of the four (4) who agreed to carry out the interview, only two did so. Thus, two (2) students with disabilities participated in this study, one (1) female and one (1) male. The objective was also to interview students from different shifts and we managed to obtain students from the morning and evening shifts. In relation to young people with disabilities, we sought to analyze the way in which they entered the IFSul Sapucaia do Sul campus (adaptation for admission assessment, performance of the assessment); accessibility conditions on campus (bathrooms, laboratories, classroom, socialization environments, auditorium, etc.); the attitudes of the school community (servers: administrative technicians, teachers and outsourced workers, colleagues) in relation to the treatment received; type of institutional support received from IFSul Sapucaia do Sul (to enable learning); the biggest challenges found in the learning process; the greatest benefits the campus offers; the opinion about the work carried out by NAPNE and, finally, whether the student feels included and welcomed on campus.

As for the access conditions, in particular the performance of the initial selection test, the participants say that the entry process, it was found that the process was smooth, without many obstacles. Students express satisfaction about the accessibility conditions on campus in relation to the basic physical structure (bathrooms, laboratories, classroom, socialization environments, auditorium, etc.). Participants reported the monitoring carried out by some professors as a significant point of institutional support received from the IFSul/Campus Sapucaia do Sul. Gratuity and training for work would be the greatest benefits that the campus offers. Another aspect observed in relation to permanence was the possibility of course mobility.

When asked if students feel included and welcomed on campus, the answers show the possibility that all students must learn together, without any kind of discrimination. Still on reception and inclusion, one participant stated: “I think so, like, as I said, they treat me as equals”. The textual materiality “they treat me as equals” highlights the type of service received by the student. Equality of conditions is a fundamental characteristic for the access and permanence of students with disabilities in the institution. Mendes (2002) points out that inclusion, in this perspective, is configured with resistance to social exclusion. The resistance of some teachers to the pedagogical intervention and even the presence of young people with disabilities

in the EPT in the teaching-learning process still constitutes a barrier, but one that can be overcome through inclusive actions within the scope of the institutions.

FINAL CONSIDERATIONS

This research proposed an analysis of the possibilities of access and permanence of young people with disabilities in high school professional and technological education at IFSUL – Campus Sapucaia do Sul. The results of this research point to the existence of possibilities of access and permanence of young people with disabilities in high school professional and technological education at IFSUL – Sapucaia do Sul campus. It is also observed that the institution, through NAPNE, promotes several inclusive actions that make effective the inclusion policies of people with disabilities in professional and technological education in the teaching institution. During the development of this work, we investigated the importance of Law No. 12,711/2012 and Law No. 13,409/2016, which ensured advances in terms of access for historically marginalized classes and, in particular, people with disabilities. In this regard, it is noteworthy that the Sapucaia do Sul Campus has the largest number of students with disabilities properly enrolled and with a very low dropout rate compared to other IFSul campuses.

And also regarding the legal aspect, the research carried out demonstrates that the IFSul's Inclusion and Accessibility Policy works as a guiding instrument to guarantee the access and permanence of people with disabilities in the institution. This policy has a dynamic role within the institution. It generated and generates several discussions, mobilizations, training/pedagogical actions that help in the legal guarantee of access and permanence of people with disabilities. The students who participated in the research considered that the conditions of access to the selection test are of great importance for their acceptance and contribute to the insertion and inclusion of students in the Institute. They and they also considered the accessibility conditions on campus in relation to basic physical structure such as bathrooms, laboratories, classroom, socializing environments, auditorium as satisfactory. The analysis carried out shows that professors exercise strong participation in actions that favor and promote the inclusion of people with disabilities, exercising discreet participation in the first discussions on the subject and becoming protagonists in the implementation of inclusive policies on the Campus. It can be inferred from the observations that cooperation, continuing education, respect and the mobilization of many of these educators contribute to the conditions of access and permanence of these students and students. However, the reports pointed to the existence of attitudinal barriers that can hinder or reduce the possibilities of access and permanence of persons with disabilities in secondary level professional and technological education at IFSUL – Sapucaia do Sul Campus. Although the work demonstrates the importance of the courses and continuing education events in the process of inclusion of people with disabilities, we can see the resistance of some professionals.

Data analysis shows that the Support Center for People with Specific Needs (NAPNE) is an important possibility to guarantee the access and permanence of people with disabilities in secondary-level professional and technological education. Thus, it has significantly contributed to the institutionalization of various inclusive education policies at the local level. The actions developed by the nucleus stand out, such as: continuing education as an important element to guarantee access and permanence of its students and students with disabilities; organization and execution of events that play a leading role within the institution; consolidation and implementation of a specific environment (resources room) to assist students with disabilities; articulation with the teaching staff, with the aim of offering specific assistance (monitoring) to students in order to remedy their learning difficulties. It appears, therefore, that in addition to an access and permanence policy, the NAPNE together with the institute's management establishes partnerships within the scope of organized civil society, providing opportunities for

alternatives, such as articulation with professionals who work in the multifunctional resource rooms in the municipalities surrounding the Campus, among other actions, which contribute to students who have just finished elementary school who are trying to enter the institution. It is worth noting that the possibility of course mobility works as an institutional possibility or instrument that helps to guarantee permanence. Another possibility offered is the curricular adaptation and evaluation process designed from the real possibilities of male and female students, considering the difficulties and potential of young people with disabilities. Thus, institutional actions work in an articulated and connected way, in a kind of network, thus contributing to promote integration and inclusion. Based on this concept, we started to call this process inclusive care, the name given to the educational product proposed as a tool to contribute to the pedagogical work carried out by teachers who work in professional and technological education and teach students with disabilities. It is noteworthy that the integrated high school courses last three (3) and four (4) years. The first group of students included in the reservation of quotas for the disabled took place in the first semester of 2017, a very recent period. Contrary to this process, there is a shortage of research projects that study the trajectory, permanence, course completion and graduation of these subjects. In view of this, more in-depth studies are needed that cover the entire formative course of this group, considering from the moment of admission to the process of completing the course and diploma. Finally, this research emphasized and analyzed the possibilities of access and permanence of young people with disabilities in secondary-level vocational and technological education at IFSUL – Sapucaia do Sul Campus. inclusive. It was also observed that the Campus under study suffered from this policy, consolidating itself as an educational space that promotes the inclusion of students with disabilities.

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