

Inclusive Education at the Federal Institute of Minas Gerais Campus Ouro Preto

Educação Inclusiva no Instituto Federal De Minas Gerais Campus Ouro Preto

Genilton José Nunes¹, Maria De Fátima Belchior Silva², Ricardo De Bonis³, Marcus Vinicius Sandoval Paixão⁴

¹Professor do IFMG Campus Ouro Preto, Doutor em educação, Pós-Doutorando da Universidade Iberoamericana de Assunción, genilton.nunes@ifmg.edu.br

²Doutora em administração Pós-Doutoranda da Universidade Iberoamericana de Assunción, fafabelch@hotmail.com.br

³Cirurgião-Dentista, Doutor em administração, Pós-Doutor em Saúde Pública, ricardo@debonis.com.br

⁴Professor do IFES Campus Santa Teresa, Doutor em educação, Pós-Doutor em Educação, mvspaixao@gmail.com

Abstract— The present paper tries to research the actual conditions of the teachers at the Federal Institute of Minas Gerais Campus Ouro Preto, to attend disabled students, proposing actions to allow the improve of the teaching-learning process. The used methodology was the descriptive nature with a qualitative focus through the application of a survey with the teachers. To the data analysis was used the categorization technique. The results show the need of progress to make a better inclusive education as well as professor capacitation. Due the results was proposed a set of actions to the improvement of the inclusive education.

Keywords— Teaching-Learning; Professional Education; Technical Course.

RESUMO

O presente artigo busca pesquisar as atuais condições dos professores do Instituto Federal de Minas Gerais Campus Ouro Preto, para atendimento a alunos com necessidades educacionais especiais, propondo ações que possibilitem melhorias no processo de ensino-aprendizagem. A metodologia utilizada foi de natureza descritiva com enfoque qualitativo através da aplicação de um questionário junto aos professores. Para a análise dos dados usou-se a técnica de categorização. Os resultados obtidos mostraram a necessidade de uma implementação de melhorias para educação inclusiva, além de uma capacitação junto aos professores. Diante desses resultados foi proposto um conjunto de ações para melhoria da educação inclusiva.

Palavras-chave: Ensino-aprendizagem; Educação Profissional; Curso Técnico.

I. INTRODUCTION

The present paper demonstrate the need to delineate action in the sense to implement a better custom care of disabled students regularly registered in the technical course.at the Federal Institute of Minas Gerais Campus Ouro Preto.

Since the promulgation of the Federal Constitution of 1988, it'sassure education as a right and duty of all and a responsibility of the Estate and the family with should be promoted and encouraged with a society collaboration, looking for a full development of the individual to be able to exercise citizenship.

Based in that document principles, should be guaranteed equally the access and permanence of the learners in the school and guaranteed a free and

obligatory basic education. Beyond this, it's expected specialized education for disabled people preferentially at the regular education.

Demonstrating the idea of education for all, in 1994 happens the Conference of Salamanca known as the propelling of the inclusive education. From then on became to surge other documents to guarantee the education for disabled people.

It's has been three decades since the Federal Constitution promulgation and two decades since the Conference of Salamanca but it was a shy progress in the sense of capacitation of the professionals to offer to disabled people condition to become citizen, quality in study and continuity in the schools as there was no investments in the professor formation.

The development of the present study seek to research the actual condition of the teachers from the Federal Institute of Minas Gerais Campus Ouro Preto, to the attendance for disabled student, proposing action that will allow improvement in the process of teaching-learning.

II. METHODOLOGY

The research was done at the Federal Institute of Minas Gerais Campus Ouro Preto with the application of a semi structured interview to know the qualification of the teachers in inclusive education and they need front a handicapped student. Besides the questionnaire was made a bibliographical and documental search to gain information about the actual situation around this theme in the area of the institute.

The data analysis was based in the categorization according to Minayo (2010, p 71) he classify then: "The categories are utilized to establish a classification. In that sense working with then means to agrupate elements, ideas or expression around a concept that is capable to cover all of this".

CONCEPTUAL ASPECTS

Through the century, disabled people has been treated by society as incapable of manage their own life, and had no consideration of their rights, their abilities and capacity of learning, and for pure prejudice of the family they ended up being sent to a hospital where they have been submitted to cruel treatments methods.

Was in the second half of the XIX century, in parallel to public hospital implementation that the State also begin to take action in the area of mental diseases - treated at that time with rigorous isolation.

The studies of the doctor Franco da Rocha emerge something hopeful and different, trying to do not limited the care of a handicapped person by applying chemistry formulas or using some other drastic treatments.

Back then there was already a perception about the importance of education coming from the pedagogic field that tries to systematize a knowledge that could make these children subject of schooling.

"Hence the possible viability, since the hygienic habit formation, of feed of try to dress etc. necessary for the social interaction. They put in a dramatic way what is being established in the disable education: segregation versus a larger social practice

integration." (JANNUZZI, 2004, p.38).

That segregationist politics prevail until a few years ago, and did not possibilitate the interaction with the different, creating a lack of knowledge in the inclusion-related questions of a person with a disability.

According to Mantoan (2005, p. 26): "Our conviviality with disabled person in the regular school is recent and it still create a lot of apprehension between they"

The change of look, recently occurred is a dichotomy in a border zone between the acceptance and the respect to the differences of the ambient, approaching debate, and good rated proposing to the attendance and understanding about the differences, as pointed Lima (2006, p. 17) apud (GOMES, 2007, p. 19).

"The diversity is a human rule: human being are diverse in cultural experience, are singular in personality and also diverse in the world perception form. Human being present yet biological diversity. Some of this diversity provoc distinct nature impediment in the development process of the people (the commonly called as "special needs people")".

The human diversity is the primary aspect to the understanding of inclusion, because it's a social process, human and singular of each individual.

The big mark in the inclusive education happens through the Salamanca Statement in 1994, in Spain with the help of the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

In the history of the inclusive education, until then, there was no document that reverberates more in the world. The concept of "education for all" was formalized, and where pointed basic critics to the accessibility of disabled or with reduced capacity person. Can be said that here was well-established the inclusive education.

The inclusive education gain a important tool concerning to the social demand, educationals and governmental, the responsibility cannot be put only in the school, and the interaction of a disabled person in education and social environment is everyone's responsibility, above all, could be a way to remember the politics they duty over this members of the society.

Since then, battle are being fought constantly for the social inception of disabled people in every social space. In a broader perception we can say that change the concept of citizen and introduce in the environment new social individual, a hierarchy of power breaks down where can imperate new possibilities of teaching-learning to special education.

The ‘‘Estatuto da Criança e Adolescente (ECA)’’ (Statute of children and adolescent), o ‘‘Plano Nacional de Educação (PNE)’’ (National plan of education), o ‘‘Ministério da Educação (MEC)’’ (Education ministry), the ‘‘Ministério Público Federal (MPF)’’ (Public federal ministry), o ‘‘Núcleo de Atividades de Altas Habilidades/ Superdotação (NAAH/S)’’ (Activity nucleus of high ability/ gifted), among others are important contributors in the specialized teaching formation. The fight of these members became to have the same objective which was the access and permanence in the basic education as much as in the superior education, guarantee the straightening of public school and the right for access and permanency of special need students.

This challenge is slowly taking steps and has been seeking through the construction of debates with various sectors of society, especially in the scholar ambient promoting a daily convive with the pair in the class of the regular teaching, not only in the school quotidian relationships, but also in varied social ambients.

Understand the inclusion is to dimension the approach for a integrative education. It's also dinamize and adapt the curriculum with peculiarity of the special needs student. In this sense it's important to know they history, conceptual aspects and show then to face the society and their problem as well as they acceptance process in the regular school.

The educational inclusion process must help and guarantee the right for equality and equity of opportunity. That doesn't mean aigual way to educate all, but a way to guarantee that everyone learn, guarding their singularity.

Considering the historical process the concepts changes, the teaching methodology and practice, the legislation, indicating progress concerning to pedagogic proposals. About that, Arantes (2006, p. 35) says:

‘‘The planning and the implementation of educations politics to attend students with special needs requere conceptual domain about scholar inclusion and about the resulting solicitation of his adoption as ethical-political principles, as well as the clear definition of the

principal and directives in the plan and elaborated programs, allowing the (re)definition of the papers at the special education and attendance locus of this students’’

The inclusive education demand also a better professional capacity from the teacher and more diversity and extensive educative projects that can be adapt to distinct needs from all learners. Require a higher flexibility and educative diverse offer, in a way that all learners develop all the basic competence established in the scholar curriculum through differents and alternative proposal related to learning situations.

Suggest tooa expressive curriculum development for all, because the student inclusion is not limited to socialization but must guarantee meaningful lean for they with imply in structural change of the education system as one.

There's a lot of challenge front the transformation of the actual educational system in the inclusive educational system considering that all transformation will cause discomfort, fear, insecurity and require time to the structuration of the changes .

Above this there's another challenge that imposes for the efectivation of a new inclusive proposal in the Technical Course of Metallurgy at the Federal Institute of Minas Gerais Campus Ouro Preto, referring to the offer of a quality education that will guarantee a appropriate and custom service for the students with special educational needs, from the implementation of action that aim the elimination of the must number of barrier that prevent the full development of the learners with special needs, starting by the formation/capacitation of all teachers.

By legislation force the Federal Institute of Minas Gerais Campus Ouro Preto, has been receiving special need students in regular class without any preparation of the teacher yet so they can act with the specialities, differences and care that a disabled person demand in his development and learning process.

Teaching special need students demand from the learning mediator special abilities too, it's not possible for the teacher mediat the knowledge for a deaf person without knowing libras, to the blind without knowing braille, to short attention span or others mental disorder and disabilities without methodology and professional formation that will support in the sense of keeping the student attentive, interested, involved, comfortable and safe. But still not possible in a class of 30 to 40 students dedicate yourself exclusive to one rather than the others.

The learning process require planning, behavior perception, education psychology, immediately and pontual intervention, sequence, diagnostic, continue evaluation, content redefinition, and in special cases some medical notion because all the learning must be done in a responsible way, effective and with quality to promote a citizen formation.

Insert a special need student in a regular class without the professionals education and capacitation is to sentence then to exclusion, one of the most cruel segregation form and for the teacher the impotence front the learning problems of the student.

Therefore the formation/capacitation of the teachers become emergent and imperative to the actuation with disabled person in the Technical Course of Metallurgy at the Federal Institute of Minas Gerais Campus Ouro Preto.

III. RESULTS AND DISCUSSION

The federal institutes understand the Technological education as the process of transmission and generation of scientific and technological knowledge that will allow the individual the domain of operative and intellectual activities, as a instrument to conquer the citizen and for the world of work needs attendance with the execution of creative labour in a critic and creative way with the productive sector.

The Technical Courses lack of actualization and improvement especially about the improvement of inclusive education for the compliance of the goals of the course and the regional peculiarity identity where the professional education institute is located.

Therefore reaffirmed the need of improvement implementation and the intensification of actions in the sense to contribute to a Inclusive Education formation for the professors that teach in the Technical Course at the Federal Institute of Minas Gerais Campus Ouro Preto.

From the research was realized through the application of a survey, collecting the necessary subsidy for the elaboration of a improvement implementation proposal in the attendance of the students with special educational needs in the Technical Course of Metallurgy ministered at the Federal Institute of Minas Gerais - Campus Ouro Preto, with the purpose of verifying the teachers conception about the need for a formation improvement in Inclusive Education in the Technical Courses providing us subsidy for a improvement proposal elaboration about Inclusive Education for the Technical Courses of the Federal Institute of Education, Science and Technology of Minas Gerais Campus Ouro Preto, was possible to develop in the quotidian scholar practice, together with the docents of the Technical Course through

the application of the survey following a collected data analysis.

Was analyzed and evaluated all the information obtained from the questionnaire that was answered by the teacher from the technical courses in the sense to contextualize the actual reality of the inclusive education.

After the application of the questionnaire for the teachers, it was found some suggestions related to certain aspects from the inclusive education in the technical courses.

Therefore the most important informations was synthesized serving as subsidy and reference for the elaboration of the improvement elaboration proposal in the Inclusive Education and Teachers Formation in the Technical Course at the Federal Institute of Minas Gerais - Campus Ouro Preto.

Between some more pertinent and relevant aspects that was registered and taken in consideration in the elaboration of the inclusive education and teachers formation proposal for technical courses improvement can be highlighted:

- The research really show the improvement necessity for the inclusive education and teachers formation of the technical courses;

- The Professors affirmed to be necessarie a better capacitation as well as a initiative proposition that can contribute for improvement in the inclusive education of the technical courses;

- The teachers presented some suggestions of initiative of capacitation and actions for improvement of the Inclusive Education in the Technical Courses;

Finally, all the collected informations in the development of the research was taken in consideration and served as subsidy for the elaboration of a inclusive education improvement implementation proposal in the Technical Course at the Federal Institute of Minas Gerais - Campus Ouro Preto.

ACTION PROPOSAL FOR IMPROVEMENT IMPLEMENTATION FOR THE INCLUSIVE EDUCATION AT THE TECHNICAL COURSES MINISTRATE AT THE FEDERAL INSTITUTE OF MINAS GERAIS CAMPUS OURO PRETO

The Federal Institution of Minas Gerais Campus Ouro Preto needs a bigger society integration with the society stimulating the interaction between the governmental institution, non governmental institution and the productive sector through action that valorize the professional education and technological with enfasis in the inclusive education.

Consequently in the sense of implementate improvements was realized the 1^o Symposium about Inclusive Education in Ouro Preto.

This symposium aimed for integrate in a single event the actions of interaction with a local community and all involved in the Courses of the Institution and funding agencies allowing a bigger involvement with the Inclusive Education.

In this symposium was reaffirmed the proposal of the municipal representation creation at the city of Ouro Preto of the National Association of the Inclusive Educators that actuate directly with inclusive education in the health and society in general as the Federal Institution of Minas Gerais Campus Ouro Preto, mainly in a historically exclusionary city both in ambit of the accessibility for disabled people or with reduced mobility as well as for the ethnic-racial and socioeconomic questions (SIOP, 2019).

One of the points of the symposium was also the possibility to promote a integration of the school together with the community and also provide a ambient of contact between the students, servers and teachers with reference in Inclusive Education.

Besides the Symposium in Inclusive Education at Ouro Preto the event count with the realization of others concomitant events such as the Encounter of Inclusion Nucleus of Minas Gerais.

Another parallel event was the the National Association Encounter of Inclusive Educators from Brazil and the National Encounter of Inclusive Art-Education.

The event had as theme "Health, education and diversity" counting with a organizer committee compound by professionals that study, research and work with minority, disabled people and social inclusion.

With the theme "Health, education and diversity" the event provided dialog and survey of the questions that affect and contribute directly in the professional actuation, researches and Inclusive education scholars.

Thus, it was intended to promote the professional and intellectual development of the servers, leaner and professors with the intuit to better qualify then to act with special needs students.

In the realization of this 1^o Symposium of Inclusive Education highlighted the following actions:

- Present the characteristics of the institution courses that search for a professionalized formation possibilitating the Inclusive Education;
- Possibilitate the encounter of the Inclusive Education nucleus representants;

- Promote interchange of information between organization and people that acts in the field of Inclusive Education;
- Offer to the participants lecture, conferences and short courses as a way to contribute for the development of individuals skills on the Inclusive Education;
- Promote the discussion of themes about Inclusive Education involving people and organization already inserted in the actual national and stadual scenery;
- Expose the informations of interest in the Inclusive Education area;
- Presentation by the participants of the Symposium through oral communication and banners presentation with informations related to Inclusive Education using videos, flyers and lectures;
- Dissemination assemblage of stands and boards for the institute education, organizations and people;
- Diffusion through videos, flyers, Inclusive Education leaflets;
- Realization of workshop with the following thematics:

- Specialized Educational Attendance;
- Professional education and learning;
- Education for the ethnical racial relationship;
- Education and Art;
- Education and Healthy;
- Education and Diversity;

As the main public of the symposium we had the participation of education professionals, educational managers, public managers, Inclusive Education Institutes and also for the participation of several students.

The intention of the event was to provide a opportunity for the change of ideas and fomentation of studies, researches and practices oriented for inclusion, starting a local event in the city of Ouro Preto, in Minas Gerais.

Therefore being subjects as Inclusive Education, Inclusive Nucleus, Professional Education, Professional Learning, Work and Income, Culture, Inclusive Education-Art and formation for a better specialized educational attendance, was some of the thematics that attended and will attend as conductors priority for the development and improvement of the Inclusive Education.

With that, the improvement implementation proposal for Inclusive Education in the Federal Institution of Minas Gerais Campus - Ouro Preto technical courses, present a enormous diversity of actions, carefully elaborated, on behalf of a quality education each time better and in the defense of a integral formation of the citizen, where's intended though this proposal to attend the market demand of job and the society in general, where considered evidently the peculiarity of the technological development, and especially provide to the people that want their difference to be seen from a diversity perspective, and the society is diversified, and the human diversity contribute for a social improvement.

IV. CONCLUSION

The proposed actions aiming the implementation of improvement in the Inclusive Education at the Federal Institution of Minas Gerais Campus Ouro Preto, showed to be necessary and will contribute to guarantee to the teachers of the course better condition to act in the process of teaching learning, proporcinating to the special needs students a qualification that will prepare then for the inception in the job market and attend to their individual and collective necessity in a independent and autonomous way, in a society that's constantly changing.

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