

Inclusão na Educação Profissional e Tecnológica: avaliação do conhecimento e de práticas docentes

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Resumo

Os avanços em prol de uma educação inclusiva demandam diversas ações, tanto governamentais quanto institucionais, atravessando a formação e o fazer docente. Assim, este artigo tem como objetivo avaliar o conhecimento e as práticas de docentes sobre a inclusão educacional em uma escola técnica de Educação Profissional e Tecnológica vinculada à Universidade Federal de Viçosa. Para isso, abordamos os principais marcos políticos da inclusão no Brasil e na instituição pesquisada. A abordagem da pesquisa é qualitativa e os procedimentos de coleta de dados foram questionários e entrevistas semiestruturadas. Os dados coletados foram interpretados pelo método de análise de conteúdo em Bardin. A pesquisa apontou que grande parte dos docentes não possui formação sobre inclusão e que demonstram interesse em participar de capacitações nesse sentido. Sinalizaram, ainda, demanda por maior apoio governamental, para a redução das barreiras e maior suporte institucional, com ampliação da atuação do Núcleo de Apoio à Inclusão.

Palavras-chave: Educação profissional e tecnológica. Inclusão educacional. Necessidades educacionais especiais.

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Inclusion in Professional and Technology Education: evaluating teachers' knowledge and practices

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Abstract

Advances in favor of inclusive education demand several actions, both governmental and institutional, permeating thus teaching studies and teaching practices. This paper aims to evaluate the teachers' knowledge and practices regarding inclusion at a Professional Education and Technology School affiliated with the Federal University of Viçosa. In order to achieve this we review the main political frameworks of inclusion in Brazil and at the institution appointed. Our approach is qualitative and our data was collected by using questionnaires and semi-structured interviews. We then interpreted this according to the content analysis methods in Bardin. Our research indicated that most teachers received no instruction on inclusion in their education studies and that they were interested in learning more. The teachers also demand more support from the government to reduce the obstacles to inclusion and claim for more institutional support, which should expand the actions of the Inclusion Support Group.

Keywords: Professional and Technology Education. Educational inclusion. Educational special needs.

Inclusión en la Educación Profesional y Tecnológica: evaluación de conocimientos y prácticas docentes

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Resumen

Los avances a favor de la educación inclusiva exigen diversas acciones, tanto gubernamentales como institucionales, pasando por la formación y por la práctica docente. Por lo tanto, este artículo tiene como objetivo evaluar los conocimientos y prácticas de los docentes sobre la inclusión educativa en una escuela técnica de Educación Profesional y Tecnológica de la Universidad Federal de Viçosa. Para eso, nos acercamos a los principales hitos políticos de inclusión en Brasil y en la institución investigada. El enfoque de investigación es cualitativo y los procedimientos de recolección de datos utilizados fueron cuestionarios y entrevistas semiestructuradas. Los datos recopilados se interpretaron utilizando el método de análisis de contenido de Bardin. La encuesta señaló que la mayoría de los profesores no tienen formación sobre inclusión y que muestran interés en capacitar para atender a la inclusión. También señalaron una demanda de mayor apoyo gubernamental, para la reducción de barreras y maior apoyo institucional, con ampliación del rol del Núcleo de Apoyo a la Inclusión.

Palabras clave: Educación profesional y tecnológica. Inclusión educativa. Necesidades educativas especiales.

Introduction

There is a global movement in favor of inclusive education that has become increasingly present on the agenda of public policies. This movement encompasses proposals aimed both at teaching practices and school management, grounded in the principles of equity and dignity, taking differences into account and seeking ways to combat discriminatory attitudes.

This movement emerged and gained momentum throughout the 1990s, marked by two major events: the World Conference on Education for All, held in Jomtien, Thailand, from March 5 to 9, 1990, and the World Conference on Special Needs Education, held in Salamanca, Spain, from June 7 to 10, 1994.

The former led to the *World Declaration on Education for All*, which aimed to universalize access to education and promote equity, including recommendations to improve the teaching and learning process for all students, without discrimination. These recommendations were reaffirmed in the latter, resulting in the *Salamanca Statement*, which highlights the value of inclusive schools by emphasizing the urgency of addressing students' needs and eliminating all forms of discrimination and exclusion (CARVALHO, 2019).

Following these conferences, several governments and organizations began drafting national and international guidelines and regulations containing inclusive actions to ensure the participation of all individuals in every space—schools among them. In this context, Brazil enacted the *National Education Guidelines and Framework Law* (Federal Law No. 9,394) on December 20, 1996, and "the term inclusion began to appear, albeit subtly, in materials and programs developed by the Ministry of Education (MEC) as early as 1997" (LOPES; RECH, 2013, p. 213).

Since then, various legal instruments have been introduced, and educational systems have become responsible for creating opportunities for everyone to access education, embracing the ethnic, social, cultural, religious, intellectual, physical, and gender diversity of human beings. Although the concept of inclusive education addresses multiple aspects of human diversity and applies to all levels of education, this article specifically refers to research conducted as part of a Master's program in Professional and Technological Education, with a focus on the inclusion of students with special educational needs (SEN) in the context of Professional and Technological Education (PTE).

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According to the *2019 Basic Education Census – Technical Summary*, there was an increase in the percentage of students with disabilities, pervasive developmental disorders, or giftedness enrolled in regular classes within Professional Education (BRASIL, 2020). Consequently, the demand for specialized support for students in this educational modality also grew, prompting educational systems to seek ways to accommodate them by implementing inclusive practices.

In Prieto's (2006) view, many challenges must be overcome for education to become genuinely inclusive. Among these is the need to provide students with special educational needs more than just access to enrollment in regular schools; it requires investment in the quality of support services tailored to their needs. This entails a continuous improvement of pedagogical proposals, resources, teaching and assessment strategies, as well as the training and awareness-raising of education professionals, making them co-responsible for the advancement of this process.

In this way, the actions of these professionals contribute to the implementation of truly inclusive schools—those that consider the needs of all students and are structured accordingly. Inclusion will not be effective if the traditional school model remains unchanged a model that discriminates and categorizes students as equals and different, normal and disabled. It is therefore necessary to promote a transformation that overcomes, at the institutional level, these exclusionary categories and oppositions, and at the personal level, the internal conflicts present in our thoughts, emotions, and actions (MANTOAN, 2015).

The inclusion of individuals with special educational needs (SEN) in professional and technological education is also shaped by this discriminatory and exclusionary context. In this regard, it is essential to raise awareness among all those involved in the educational process, creating spaces for discussion and the development of inclusive practices and policies. Within the context of Professional and Technological Education (PTE), moving toward such change becomes even more significant, given that this modality prepares students for the world of work—one of the most important means of social inclusion.

Methodological Procedures

The main objective of this study was to assess the knowledge of teachers at the Central School for Agrarian Education and Development of Florestal (CEDAF), a technical school affiliated with the Federal University of Viçosa (UFV), regarding policies and practices for the inclusion of individuals

with special educational needs. Additionally, the study aimed to contribute to institutional improvement from the perspective of inclusive education as both public policy and a fundamental right.

In order to achieve the overall objective, the following specific objectives were established: to investigate the history of inclusion in Brazil as a public policy and a right; to characterize the institution under study in terms of its inclusion processes and practices; and to identify teachers' knowledge regarding inclusion, as well as their practices in supporting students with special educational needs (SEN) at CEDAF.

The methodological approach was qualitative, beginning with a bibliographic study to provide the theoretical foundation by addressing historical, regulatory, and current aspects of inclusion. Subsequently, field research was conducted to assess the knowledge of CEDAF teachers regarding the inclusion process. Data collection procedures included questionnaires and semi-structured interviews (MINAYO, 2002; FLICK, 2009).

Comprising both closed and open-ended questions, the questionnaire began by collecting basic participant information, such as length of teaching experience and time at the institution. This was followed by questions on training for inclusion, knowledge of inclusive policies and practices, and experiences in supporting students with SEN. Finally, participants were asked to suggest actions to enhance both their understanding of inclusion and their inclusive teaching practices. To facilitate responses, the questionnaire was created using Google Forms and the link was emailed to fifty CEDAF faculty members.

Risks to those who completed the questionnaire were minimal, with precautions taken to ensure the anonymity of participants. Furthermore, all data were stored and analyzed confidentially and were not made available to third parties. The results may be disseminated at academic events and in scientific publications; however, anonymity, confidentiality, and privacy will be strictly maintained.

For the next phase of the study, we invited six tenured faculty members those who taught subjects in which students with SEN were enrolled and/or who coordinate the respective courses to participate in in-depth interviews. The invitation was sent by email, emphasizing the importance of the research in order to encourage participation. Securing the cooperation of the interviewee so that

Inclusion in Professional and Technology Education: evaluating teachers' knowledge and practices they express their genuine views is of fundamental importance, as this is the only way the interview can be considered valid understood as the production of a discourse that is as truthful and thorough as possible (POUPART, 2012).

Accordingly, the purpose of the interview was to enable teachers to express their knowledge and opinions regarding inclusive educational policies and practices both in general terms and within the specific context of CEDAF. Participants were also invited to share their perceptions of the target population for inclusion, discuss their experiences with these students, and suggest ways to improve the institution's inclusion policies.

Due to the COVID-19 pandemic, the interviews were conducted via web conferencing, scheduled individually according to each participant's availability. A semi-structured interview guide was used, beginning with basic questions related to the participants' professional backgrounds to help them feel at ease and encourage open, confident responses as the questions became more in-depth. Furthermore, based on certain responses, new, thematically relevant questions emerged, which were instrumental in achieving the research objectives.

Recognizing that participants might feel uncomfortable answering some questions, several measures were taken to minimize this risk: they were given the option to skip any question that caused discomfort or to withdraw from the study at any time without consequence. Additionally, to ensure confidentiality and privacy, participants' real names were never disclosed, nor were any identifying characteristics mentioned; instead, pseudonyms were used throughout the analysis. All records were stored and analyzed confidentially, and once the interviews were transcribed, the recordings were deleted.

The data gathered from the questionnaires helped establish a profile of the faculty members regarding their knowledge of inclusion and their inclusive teaching practices. The interviews were analyzed using Bardin's content analysis method, through the construction of thematic categories (FRANCO, 2018). In this sense, the relevance of this research lies in its potential to generate improvements in the inclusion process at CEDAF, both by expanding existing knowledge through the findings presented, and, more importantly, by laying the groundwork for the future development of an educational product that addresses the identified gaps.

Inclusive Education: Historical and Political Context

At the international level, since the early 1980s, movements and debates on inclusive education began to emerge. These gained greater prominence and strength during the 1990s, particularly through conferences that addressed school practices and proposed changes aimed at expanding access to formal education for individuals who had historically been excluded (GLAT, 2011).

Among these gatherings, the *World Conference on Special Needs Education*, organized by the Spanish government in cooperation with UNESCO and held from June 7 to 10, 1994, in the city of Salamanca, stands out “[...] as the one that most decisively and explicitly contributed to advancing Inclusive Education worldwide” (SÁNCHEZ, 2005, p.9). This conference brought together several governments and international organizations and resulted in the drafting of the *Salamanca Statement*.

In this document, the delegates present a proposal for Inclusive Education, affirming the fundamental right to education for every child each of whom has unique characteristics and needs. Educational systems must account for this diversity by ensuring that students with special educational needs have access to mainstream schools, “[...] which should accommodate them within a child-centered pedagogy capable of meeting those needs” (BRASIL, 2003, p.16).

To ensure the right of all individuals to attend regular schools, the Salamanca Statement also calls on governments to prioritize inclusive policies by enhancing their education systems through legislation, financial investment, project development, teacher training, and more. In this context, a commitment was established among various countries including Brazil to adopt these proposals and enact meaningful changes in their educational systems.

The Brazilian context had also begun to reflect significant changes following the enactment of the 1988 Federal Constitution, which marked substantial progress in the recognition of human rights. Article 205 defines education as a right of all, “[...] aiming at the full development of the individual, their preparation for the exercise of citizenship, and their qualification for work” (BRASIL, 1988, p. 107). Article 206 establishes “[...] equal conditions for access to and permanence in school [...]” (BRASIL, 1988, p. 107) as one of the guiding principles of education, while Article 208 guarantees it as a duty of the State to provide “[...] specialized educational services for individuals with disabilities, preferably within the regular school system” (BRASIL, 1988, p. 108).

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In 1989, Federal Law No. 7,853 was enacted (October 24), which provides for support to persons with disabilities. This was later regulated by Decree No. 3,298, of December 20, 1999, which established measures to ensure access to education, among them:

I – the compulsory enrollment of persons with disabilities who are capable of integrating into the regular education system in regular courses offered by public and private institutions;

II – the inclusion of special education within the educational system as a cross-cutting modality that permeates all levels and forms of education; (BRASIL, 1999, p.7).

Other legal instruments were enacted during the 1990s, such as the *Statute of the Child and Adolescent (ECA)*, Federal Law No. 8,069 of July 13, 1990, which established the obligation of parents or guardians to enroll their children or wards in regular education, and affirmed the State's duty to ensure the provision of specialized educational services, preferably within the regular school system (BRASIL, 1990).

Following Brazil's participation in the *World Conference on Education for All* in 1990, and in alignment with the recommendations issued by the United Nations (UN), the Brazilian government introduced measures such as the *Ten-Year Education for All Plan*, which, in Article 3, identifies the universalization of access to education and the promotion of equity as key objectives highlighting, in item 5, the need for special attention to be given to persons with disabilities.

The basic learning needs of persons with disabilities require special attention. It is essential to implement measures that ensure equal access to education for individuals with all types of disabilities, as an integral part of the educational system (BRASIL, 1993, p.75).

Continuing its efforts to provide education for all, the government enacted the *National Education Guidelines and Framework Law (LDB)* No. 9,394, on December 20, 1996, which defines special education as “[...] a mode of school education preferably offered within the regular school system [...]” (BRASIL, 1996, p. 24), and establishes as one of the duties of the State the obligation to ensure:

[...] free specialized educational services for students with disabilities, pervasive developmental disorders, and high abilities or giftedness, across all levels, stages, and modalities of education, preferably within the regular school system (BRASIL, 1996, p. 2).

In this way, special education ceases to be an isolated modality and becomes articulated with all other levels and types of education, meaning that it must encompass all of them—including Professional and Technological Education (EPT). However, the LDB does allow, when necessary, for specialized support services outside the regular school system, by stating that educational services may be provided in specialized classes, schools, or services whenever integration into regular classes is not possible (BRASIL, 1996).

Furthermore, in Article 59, the LDB establishes that educational systems must ensure specific curricula, methods, techniques, educational resources, and organizational structures; terminal education for those unable to meet required academic standards; accelerated learning programs for gifted students; specialized teachers for individualized support, as well as trained teachers in regular classrooms; special education for employment aimed at effective social integration; and equal access to supplementary social program benefits (BRASIL, 1996).

Following Brazil's participation in the *Inter-American Convention on the Elimination of All Forms of Discrimination Against Persons with Disabilities*, held in Guatemala in 1999, the Brazilian Presidency enacted Decree No. 3,956 on October 8, 2001, which promulgated the text of the Convention. With this decree, Brazil committed to taking actions and measures to eliminate discriminatory practices and improve the situation of people with disabilities by ensuring their human rights and fundamental freedoms (BRASIL, 2001c).

According to the *National Policy on Special Education from the Perspective of Inclusive Education*, Decree No. 3,956 also had a significant impact on the educational field, “[...] requiring a reinterpretation of special education, understood within the context of differentiation as a means to eliminate barriers that hinder access to schooling” (BRASIL, 2008, p.9).

Additional actions also marked progress on the national level, particularly in 2001, with the development of the *National Education Plan* (Federal Law No. 10,172 of January 9, 2001), which outlined objectives and goals for the education of students with special educational needs (BRASIL, 2001a), as well as the publication of the *National Guidelines for Special Education in Basic Education*, established by Resolution No. 02 of September 11, 2001, issued by the Basic Education Chamber of the National Council of Education (CNE/CEB).

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According to the terms of this resolution, all students must be enrolled by the education systems, and schools must be organized to serve students with special educational needs, while also ensuring the necessary conditions to provide quality education. Special education, at all levels and in all modalities of basic education, must ensure the availability of services and resources to support, complement, supplement, and, in some cases, exceptionally replace regular education (BRASIL, 2001b).

Between 2002 and 2005, several legal instruments were enacted in Brazil to promote inclusive education. Among them is Federal Law No. 10,436, of April 24, 2002, which recognizes Brazilian Sign Language (LIBRAS) as a legal means of communication and expression, and Presidential Decree No. 5,626, of December 22, 2005, which regulates that law. The decree addresses the inclusion of LIBRAS as a curricular subject, the training of teachers, translators, and interpreters, and the guarantee of rights for the deaf community, including access to education (BRASIL, 2005).

The struggle of social movements for the rights of people with disabilities gained even more momentum at the international level when the United Nations adopted the *Convention on the Rights of Persons with Disabilities* in 2006. According to the Convention, States Parties must ensure that persons are not excluded from the educational system on the basis of disability, and must guarantee their access to education on an equal basis with others.

This Convention, along with its Optional Protocol, was approved with constitutional amendment status by the Brazilian National Congress through Legislative Decree No. 186, of July 9, 2008, and promulgated by Federal Decree No. 6,949, of August 25, 2009. In doing so, Brazil committed itself both nationally and internationally to guaranteeing the rights established in the agreement and to implementing an inclusive educational system (BRASIL, 2010).

Aiming to strengthen educational inclusion and promote policies that ensure quality education for all, the Ministry of Education and the Special Education Secretariat presented, in January 2008, a document prepared by the Working Group on the National Policy on Special Education, entitled *National Policy on Special Education from the Perspective of Inclusive Education* (PNEEPEI). This document defines the target group of special education as students with disabilities, pervasive developmental disorders, and high abilities/giftedness, and its objective is to ensure the inclusion of these students by guiding educational systems to guarantee:

[...] access to regular education, with participation, learning, and progression through the highest levels of education; the cross-cutting presence of the special education modality from early childhood through higher education; the provision of specialized educational services; the training of teachers for specialized educational support as well as the training of other education professionals for inclusion; the participation of families and the community; architectural accessibility, including transportation, furniture, communication, and information; and intersectoral coordination in the implementation of public policies (BRASIL, 2008, p.14).

On September 17, 2008, Federal Decree No. 6,571 was issued, addressing specialized educational support for students who are the target audience of special education. It defined this service as “[...] the set of activities, accessibility resources, and pedagogical strategies institutionally organized and provided as a complement or supplement to the education of students in regular education” (BRASIL, 2008b, p.1). Additionally, the decree established that the federal government has a duty to provide technical and financial support to public education systems in offering specialized educational services (AEE).

Subsequently, new guidelines for specialized educational support were instituted through Resolution CNE/CEB No. 4, of October 2, 2009, and by Federal Decree No. 7,611, of November 17, 2011, which repealed Decree No. 6,571 and stipulated that the state’s responsibility for the education of students in the target group of special education shall be carried out in accordance with the following guidelines:

- I – the guarantee of an inclusive educational system at all levels, without discrimination and based on equal opportunities;
- II – lifelong learning;
- III – non-exclusion from the general education system on the basis of disability;
- IV – the guarantee of free and compulsory primary education, with reasonable accommodations provided according to individual needs;
- V – the provision of necessary support within the general education system to facilitate effective learning;
- VI – the adoption of individualized and effective support measures, in environments that maximize academic and social development, in line with the goal of full inclusion;
- VII – the preferential offering of special education within the regular school system; and

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VIII – technical and financial support from public authorities to nonprofit private institutions that are specialized and exclusively dedicated to special education (BRASIL, 2011, p.1).

According to Decree No. 7,611/2011, it is the responsibility of special education to ensure specialized support services aimed at eliminating barriers that may hinder the schooling process of persons with disabilities, global developmental disorders, and high abilities or giftedness. From this perspective, special education does not replace regular schooling; rather, its role is to complement, supplement, and intersect with mainstream education.

Following extensive debates among various social actors and public authorities, Federal Law No. 13,005 was enacted on June 25, 2014, approving the National Education Plan (PNE), which established objectives and targets for education at all levels to be implemented over a ten-year period. Target 4 of this plan addresses the educational inclusion of persons with disabilities, global developmental disorders, and high abilities or giftedness, aiming to universalize access to basic education and specialized educational services for individuals aged 4 to 17, preferably within the regular school system (BRASIL, 2014).

In addition, the PNE mandates that federal entities draft or revise their respective education plans, which must include strategies to meet the specific needs of special education and ensure an inclusive educational system across all levels, stages, and modalities (BRASIL, 2014).

Amid these advancements in expanding the rights of persons with disabilities in Brazil—particularly following the ratification of the UN Convention the proposal for the Statute of Persons with Disabilities emerged. After a period of debate, consensus-building, and negotiation, this statute was enacted under Federal Law No. 13,146, on July 6, 2015. The purpose of this law is to “ensure and promote, under conditions of equality, the exercise of rights and fundamental freedoms by persons with disabilities, aiming at their social inclusion and citizenship” (BRASIL, 2015, p.1).

The aforementioned law establishes, in Chapter IV, the right to education, ensuring persons with disabilities access to “[...] an inclusive educational system at all levels and lifelong learning [...]” (BRASIL, 2015, p. 6). Furthermore, conditions for access, retention, and learning must be guaranteed “[...] through the provision of services and accessibility resources that eliminate barriers and promote full inclusion” (BRASIL, 2015, p.6).

Despite the various laws mentioned thus far, it is important to emphasize that the success of inclusive education depends on the actions of the many actors involved in the process, who are responsible for rethinking their practices and implementing changes that lead to improvements in serving the target population.

According to Carvalho (2019), laws, theories, and discourses safeguard rights, “[...] but what truly guarantees them are concrete actions, to the extent that they bring legal provisions and all the decisions outlined in public policy texts into practice” (CARVALHO, 2019, p.91). Aranha (2004) had already made this point by stating that ways of thinking and acting cannot be changed through decrees or in an immediate manner, although she believes that:

[...] the fact that political decisions are made and formalized through legislation helps to reveal difficulties and needs, as well as to create spaces and means that foster reflection, debate, study and research, the search for creative solutions, and the promotion of the desired changes (ARANHA, 2004, p. 15-16).

Therefore, it is essential that educational institutions provide spaces for debate and reflection on the importance of public policies and inclusive practices, while also promoting actions aligned with the content of legal frameworks, overcoming any existing barriers, and ensuring the rights of students with special educational needs.

In this regard, studying positive experiences from other countries whose legislation led to meaningful changes in their educational systems can serve as inspiration for the implementation of new approaches. Pacheco, Eggertsdóttir, and Marinósson (2007) present examples of successful inclusive education practices in schools from four countries: Austria, which, since 1993, has regulated school organization through a legislative amendment so that children with special educational needs would be enrolled in general public schools and study in inclusive classrooms; Iceland, where authorities began encouraging inclusion in public elementary schools in 1974, when new laws were introduced; Spain, which hosted the Salamanca World Conference in 1994 and, since then, moved away from an integration policy limited to partial inclusion only for those able to adapt to regular classes—and began implementing full inclusion; and Portugal, which, according to Rodrigues (2019), is a case of success in Inclusive Education, particularly after the implementation of the Legal Framework for Inclusive Education in 2008, ensuring the participation of students with difficulties in regular school.

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In the study conducted by the aforementioned authors, particular attention is given to the Escola da Ponte in Portugal, which, since 1976, has replaced the traditional classroom model with a teaching and learning system centered on small, heterogeneous groups. This approach respects each student's individual pace and involves curricular adaptations for all. Activities prioritize communication, teamwork, and cooperative learning, while the flexible management of time and space also allows for peer tutoring and individual work. Collective projects and conflict resolution are addressed during weekly school assemblies. Thus, Escola da Ponte treats all students as unique individuals, fostering an environment where they can develop their potential and learn in an inclusive setting (PACHECO; EGGERTSDÓTTIR; MARINÓSSON, 2007).

These examples of best practices can indeed serve as sources of inspiration; however, the local context and the specific characteristics of each institution must be considered when proposing and implementing inclusive actions, in order to ensure their relevance and feasibility. Therefore, when discussing inclusion in the context of Professional and Technological Education (Educação Profissional e Tecnológica – EPT), it is necessary to understand its historical development, its target audience, and the current state of its implementation.

As a modality integrated into regular schooling, EPT must also function as a mechanism for the social inclusion of individuals in the labor market. In this regard, the Brazilian Law of Guidelines and Bases of National Education (LDB No. 9.394) establishes that educational systems must ensure for students with disabilities “[...] special education for work, aiming at their effective integration into society [...]” (BRASIL, 1996, p. 24).

Access to professional education for individuals with disabilities at the basic, technical, and technological levels in regular schools, specialized institutions, and workplace environments is guaranteed by Federal Decree No. 3.298, dated December 20, 1999. Additionally, professional education institutions must provide, when necessary, specialized support services to meet the specific needs of these individuals, such as:

- I - adaptation of instructional resources: pedagogical materials, equipment, and curriculum;
- II – training of human resources: teachers, instructors, and specialized professionals; and
- III – adaptation of physical resources: elimination of architectural, environmental, and communication barriers (BRASIL, 1999, p.8).

The *National Guidelines for Special Education in Basic Education*, defined in Resolution CNE/CEB No. 02/2001, in line with the principles of inclusive education, establish that regular professional education networks, whether public or private, are responsible for serving students with special educational needs. This involves promoting accessibility conditions, training human resources, adapting and flexibilizing the curriculum, and providing support for job placement (BRASIL, 2001b).

The *2008 National Policy on Special Education from the Perspective of Inclusive Education (PNEEPEI)* states that all stages and modalities of basic education must provide *specialized educational support* (AEE) to assist student development. As an action of special education, AEE must enable “[...] the expansion of schooling opportunities, training for integration into the world of work, and effective social participation” (BRASIL, 2008a, p.16).

One of the measures to ensure the right to work for persons with disabilities, guaranteed by Federal Decree No. 6.949 of August 25, 2009, which promulgated the *International Convention on the Rights of Persons with Disabilities*, is to ensure their effective access “[...] to technical and vocational guidance programs, placement services, and vocational and continuing training” (BRASIL, 2009, p.13).

Aiming to broaden, diversify, and expand the provision of professional and technological education throughout the country, Federal Law No. 11.892 of December 29, 2008 established the *Federal Institutes of Education, Science, and Technology*. The same law created the *Federal Network of Professional, Scientific, and Technological Education*, composed of institutions recognized for the quality of their teaching, course diversity, and strong engagement with local communities. The Federal Network underwent phases of expansion, including the creation of 208 new units between 2011 and 2014, reaching 562 campuses. By 2016, the total had grown to 644 active campuses across the country, further increasing the availability of courses and enrollment spots (BRASIL, 2016b; 2016).

As a means of ensuring effective access for persons with disabilities to technical and higher education programs at federal educational institutions, Federal Law No. 13.409, enacted on December 28, 2016, amended Federal Law No. 12.711, of August 29, 2012, to establish a quota system for these individuals. The number of reserved spots must correspond to the proportion of persons with

Inclusion in Professional and Technology Education: evaluating teachers' knowledge and practices disabilities in the federal unit where the institution is located, according to the most recent census conducted by the Brazilian Institute of Geography and Statistics (IBGE) (BRASIL, 2016a). This measure has led to the inclusion of quota reservations in the selection processes for admission to these institutions, representing a significant advancement in the inclusion process.

Inclusive Education at CEDAF

The field research was conducted at the technical school affiliated with the Federal University of Viçosa (UFV), named the Central for Education and Agrarian Development of Florestal (CEDAF), located in the municipality of Florestal, approximately 65 km from Belo Horizonte, in the state of Minas Gerais. According to the MEC (Brazilian Ministry of Education) portal, technical schools are educational units that are part of the organizational structure of federal universities and belong to the Federal Network for Professional, Scientific, and Technological Education.

To comply with legislation and implement inclusive practices, educational institutions have had to establish departments responsible for supporting students with special educational needs whether due to disabilities, global developmental disorders, or other conditions offering guidance and support to ensure their access and retention.

To provide such services, higher education institutions must establish, in accordance with Decree No. 7.611 of November 17, 2011, accessibility centers that "aim to eliminate physical, communication, and information barriers that restrict the participation and academic and social development of students with disabilities" (BRASIL, 2011, p. 2).

As a technical school linked to UFV, CEDAF benefits from the structure provided at the Florestal Campus (CAF), where inclusive actions are overseen by the Support Center for Inclusion (NAI), coordinated by the Directorate of Education (DIE). The duties of the NAI, as defined by the Internal Regulations of this Directorate, are:

- I. guide and ensure compliance with inclusion practices at the university;
- II. ensure accessibility and inclusion of people with disabilities;
- III. organize the functioning and service of the Sign Language/Portuguese Language Interpreters (TILSP) assigned to the Federal University of Viçosa Florestal Campus;
- IV. participate in the registration process for new students with the Health Division;
- V. assist parents and/or guardians and students with disabilities;

- VI. periodically inform teachers and coordinators of the demands and performance of students with disabilities;
- VII. carry out activities with the academic community to raise awareness and cooperation for the inclusion of people with disabilities;
- VIII. carry out any other duties not specified, but which fall within their competence or are delegated by their superiors. (UFV, 2021, p.7)

The NAI is therefore responsible for proposing actions to ensure accessibility within the institution, as well as promoting communication with families, faculty, and other members of the academic community, raising awareness about the importance of implementing inclusive practices. However, the NAI is still in the process of being structured and currently operates with a limited number of staff. It includes two Brazilian Sign Language (LIBRAS) translators and interpreters one permanent and one contracted who facilitate communication between professors and deaf undergraduate students. Additionally, the permanent interpreter also serves as the head of the sector. The unit also relies on a single pedagogue who is responsible for both the NAI and all other duties associated with the role across the campus.

According to current legislation, CEDAF ensures specialized support during its admissions processes for candidates who request assistance at the time of registration. This support is available to individuals with low vision, blindness, physical disabilities, hearing impairments, deafness, intellectual disabilities, deafblindness, dyslexia, attention deficit, autism, dyscalculia, or other special conditions (UFV, 2019).

Furthermore, the entrance exam announcements for the technical courses offered by CEDAF reserve 50% of available spots in accordance with Federal Laws No. 12.711, of August 29, 2012, and No. 13.409, of December 28, 2016. Among these reserved spots, a minimum proportion equivalent to the population of persons with disabilities in Minas Gerais, as determined by the IBGE Census, is allocated per course for this group (UFV, 2019).

After enrollment, applicants who pass the selection exam and require specialized support must initiate a request process that includes a medical report and a form provided by the institution. In this form, they specify the reason for the request, the resources or support required, and any other relevant information. It is the responsibility of the NAI to assess these requests and carry out the necessary referrals in each case.

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The provision of inclusive academic tutoring is one of the available forms of support for students who require ongoing academic assistance. To that end, undergraduate students from the campus are selected to serve as academic monitors through a selection process conducted by the professors responsible for the subjects and/or by the coordinators of the courses in which students with special educational needs (SEN) are enrolled. Once selected, the monitor must sign a commitment agreement and dedicate nine hours per week to this role, submitting a monthly report detailing the activities carried out.

According to records from the NAI, in February 2020, seven students enrolled in CEDAF's technical courses requested specialized educational support, as shown in the table below:

Box 1 – Requests for Specialized Educational Assistance (SEA) by CEDAF Students – February 2020

Student	Diagnosis	Requested Resources/Support
1	Attention Deficit Disorder (ADHD) Hyperactivity	Differentiated correction of written work. Extended time for assessments. Reader assistant during assessments.
2	ADHD	Extended time to complete tasks. Seating closer to teachers. Minimize other stimuli that may cause distraction.
3	ADHD	Differentiated correction of written work. Extended time for assessments.
4	Intellectual Disability	Advance delivery of class materials. Differentiated correction of written work. Extended time for assessments. Reader assistant during assessments. Reduced number of subjects per semester. Adapted content and assessments.
5	Intellectual Disability	Advance delivery of class materials. Differentiated correction of written work. Extended time for assessments. Reader assistant during assessments. Reduced number of subjects per semester. Adapted content and assessment.

		Monitor for academic support and guidance.
6	Low Vision	Advance delivery of class content. Printed presentation materials/enlarged materials.
7	Dyscalculia and ADHD	Exam with calculator use and assisted with the right to guidance. Extended time for taking exams.

Source: Prepared by the author based on data provided and authorized by NAI, 2020.

It is therefore the institution's responsibility to seek ways to meet the special educational needs of these students by providing the necessary resources and services to ensure their continued enrollment, eliminating any barriers that may exist be they physical, material, or behavioral.

Analysis of the Profile, Teaching Knowledge, and Inclusive Practices at CEDAF

We present in this section part of the research findings based on the analysis of questionnaires, which made it possible to outline a general profile of the Basic, Technical, and Technological Education (EBTT) faculty at CEDAF. Following that, we will also present the results of the content analysis of the interviews, focusing on the themes of teacher training to meet students' educational needs and the challenges and necessary improvements in the inclusion process.

Out of the 50 faculty members invited, 29 agreed to participate, meaning that 58% responded to the questionnaire. Initially, basic participant data was collected, such as age, gender, and field of study. The age range of the faculty members varied from 26 to 63 years. Regarding gender, 19 identified as male and 10 as female.

In terms of academic background, there was a predominance of undergraduate degrees in bachelor's programs, which typically do not include pedagogical subjects—resulting in a lack of preparation to work with the diversity required by inclusive education. Among the 29 respondents, 9 held teaching degrees (licenciatura) and 20 held bachelor's degrees. Of those 20, 17 did not have any training for teaching, while the remaining 3 did: one had a degree in teacher training at the undergraduate level, another had a specialization in education or teaching, and one held a doctorate in the field of education or teaching.

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Among the 29 participants, 7 began their teaching careers at the institution under study, while the other 22 had previous teaching experience before joining CEDAF. In this regard, Barros (2016) emphasizes the need to invest in professional development for teaching, since many educators have not experienced this dimension in either their academic or professional lives.

After outlining the participants' profiles in terms of educational background and teaching experience, the following questions focused on assessing their knowledge of inclusive education particularly whether they had studied the topic during their academic training or participated in any training sessions after beginning their teaching careers. A total of 89.7% of respondents stated that inclusive education was not part of their academic training, and 86.2% reported not having received any training on the topic after becoming teachers.

When asked whether they had any knowledge of legislation related to inclusive education, 75.9% of the participants selected "no," while only 24.1% responded "yes."

In the next item, teachers were asked to name the groups that are considered the target audience of inclusive education. According to the Salamanca Statement (BRASIL, 2003, p. 5), its core principle is "that all children should learn together, whenever possible, regardless of any difficulties or differences they may have." This question was not mandatory, so 11 participants left it blank while 18 responded. The most frequently mentioned groups were persons with disabilities and those with global developmental disorders, who, in fact, fall under the target audience of special education.

Other important data regarding the teaching profile revealed that 75.9% of the teachers are unaware of the legislation on inclusion; 31% are unaware of the institution's Inclusion Support Center (NAI), 55.2% reported partial knowledge of it, and only 13.8% said they were familiar with it. In contrast, 75.4% stated that they had already taught students with disabilities or global developmental disorders, which underscores the need for training interventions on inclusion and institutional changes in practice.

In the second-to-last question of the questionnaire, participants were asked to give their opinion on what factors they consider essential for the effective inclusion of students with special educational needs in vocational and technological education. The factors listed by the teachers were grouped into four categories, as shown in Box 2, which also highlights selected responses within each category.

Box 2 – Fatores necessários para a inclusão efetiva na EPT

Teachers	Category	Highlighted Responses
1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27 e 29.	1) Training, qualification, professional development, or guidance for teachers and other staff.	"Teacher training, better preparation of school teams to welcome these students [...]" (Teacher 9). "Preparing professionals within the context of a dynamic pedagogical practice that recognizes and values differences" (Teacher 16). "Teachers who are in direct contact with students should receive training to learn how to deal with the cases that arise. While answering the questionnaire, I realized how little I know about the subject" (Teacher 24).
1, 2, 3, 4, 14, 16, 20, 22, 24, 25, 26, 28 e 29	2) Institutional actions that promote accessibility.	"[...] seek to identify and eliminate potential barriers that affect students' autonomy" (Teacher 16). "[...] real, adequate, and feasible accessibility—sometimes we see ramps that are impractical even for non-disabled people" (Teacher 24). "[...] investment in specialized teaching resources (both hardware and software)" (Teacher 29).
4, 7, 9, 13, 15, 18, 21, 23, 24, 27, 29	3) Specific professionals to support students.	"[...] effective individualized assistance (with the permanent hiring of professionals specialized in each area)" (Teacher 9). "[...] monitoring of students by a specific committee (including pedagogues and psychologists)" (Teacher 13). "[...] support staff (tutors, assistant teachers, LIBRAS interpreters)" (Teacher 23).
1,6, 19 e 23	4) Awareness-raising among other students.	"[...] awareness-raising among other students" (Teacher 1). "[...] above all, guidance for parents and students with disabilities, as well as for the class where the student with a disability is included" (Teacher 6). "A course for students who will have classmates with disabilities" (Teacher 23).

Source: Prepared by the author based on the collected data., 2020.

It can be inferred from the responses to this question that most participants are aware of the importance of increasing their knowledge on the subject, as factors related to the first category were mentioned by 24 of the 29 teachers. In this sense, teacher training can contribute both to enabling them to develop more effective teaching strategies overcoming methodological barriers and to overcoming prejudice.

Institutional actions that promote accessibility (category 2) were cited by 13 participants, the hiring of specialized professionals (category 3) by 11, and the awareness of other students (category 4) by only 4. These responses indicate that most teachers are aware of the need for adjustments and investments in both physical and human resources, in order to support the inclusion process in Professional and Technological Education (PTE)

In the final question, participants were asked to indicate which actions could contribute to enhancing their knowledge of inclusive policies and practices, as well as their work with students with special educational needs (SEN). The responses closely aligned with category 1 from the previous question: once again, 24 out of the 29 teachers more than 80% mentioned participation in training, courses, and lectures on the topic as a means to become better prepared for educational inclusion.

According to Mantoan (2015), many teachers resist inclusion by arguing that they are not prepared for such work and await training that would allow them to apply predefined teaching strategies in their classrooms. For them, this training would take the form of an extension or specialization course with certification to act as an inclusive educator.

Certainly, teacher qualification can support the improvement of the inclusion process for SEN students. However, it cannot be the sole guarantee of an effectively inclusive education within educational institutions. Moreover, this responsibility should not fall solely on a single group, but must involve various levels public policy, school management, teaching and administrative staff, families, and the community as a whole.

The second stage of data collection for this research involved conducting semi-structured interviews with teachers who had previously worked with students with disabilities or global developmental disorders and who agreed to participate. In this article, the teachers' names have been replaced with fictitious ones to ensure anonymity and uphold research ethics.

The first objective of this stage was to delve deeper into the participants' specific training to serve students with special educational needs. This training begins with the academic background of the interviewees, who shared brief accounts of how they became teachers. In this regard, choosing a degree program was decisive for Professor Rodrigo, who opted for a licentiate degree, as he already intended to become a teacher in the future:

I started studying Biological Sciences, which had always been a long-time dream of mine [...] In the second-to-last and last semesters of the program, I began teaching in classrooms—before that, I had worked as a teaching assistant. I started working for the state, and we were considered class teachers, which referred to the contracted teachers. (Professor Rodrigo).

On the other hand, some interviewees who did not pursue a teaching degree reported that opportunities to work as teachers arose after they began their master's studies, which eventually led them to choose a teaching career: "I completed my degree in engineering and then had the opportunity to take an exam to enter a master's program. It was during my master's that I came into contact with teaching internship courses, and I decided to follow that path" (Professor Gabriel).

During my master's program, I had the opportunity to work as a substitute teacher. At the time, it was really a matter of opportunity I was pursuing my master's degree, doing a teaching internship, and it was also a way to improve my income, since I could combine it with the scholarship. After that experience as a substitute teacher, I found myself. I didn't have many expectations regarding academic life before; the master's program came as a good opportunity after I finished my degree, but once I had that experience, I realized it was what I truly wanted to do (Professora Bianca).

When addressing their training to meet the special educational needs of students, the interviewees' statements revealed that they did not receive adequate preparation during their undergraduate or graduate studies. The bachelor's degree holders emphasized that their academic programs did not include specific courses in this area, as illustrated by the following statements:

"I didn't have any, because my degree is a bachelor's and it's an engineering course—there's no course, nothing related to teaching" (Professora Bianca).

[...] since I don't come from a teacher training background, the preparation takes place during the internship course, because we shadow the teacher and teach some classes. I took one course related to didactic-pedagogical aspects, but it barely touched on the topic of students with special educational needs. I practically had no training to work with these students (Professor Gabriel).

"I had no training at all I think this is a problem in the field. Even during my master's and doctoral studies, we didn't have a single course in didactics" (Professora Raquel).

According to Moura (2015), there is a structural problem in the Brazilian educational system, which does not require those working in teaching both in Professional and Technological Education (PTE) and in higher education to have training that corresponds to the teaching profession. As a result, teacher preparation often takes place solely within the specific field of knowledge acquired during undergraduate studies and further developed in graduate programs, where professionals generally also lack pedagogical training.

However, the licensed participants also acknowledged that the curricula of their degree

Inclusion in Professional and Technology Education: evaluating teachers' knowledge and practices programs did not include subjects focused on inclusive education. In Professor Rodrigo's opinion, this was due to having graduated a long time ago, before inclusion was implemented in schools. Nevertheless, Professor Júlia, who completed her teaching degree more recently, stated that she was not prepared to work with students with special educational needs (SEN).

At that time, it was not yet very common, so to speak, for teachers to work with students with special needs, because such students usually attended specialized schools. So I can say that, at the beginning, I had no preparation at all (Professor Rodrigo).

I have no preparation; I was never trained for this. I was trained to teach under what we call standard conditions normal temperature and pressure. Once things move beyond the norm, we're no longer equipped: no didactic material, I don't know... I just don't know how to proceed (Professora Júlia).

These accounts align with the findings of Ramos (2016), whose research revealed that many graduates with bachelor's degrees reported lacking coursework related to teaching practice in their undergraduate programs and, consequently, felt unprepared to address student diversity. Similarly, licensed teachers stated they did not feel qualified for such responsibilities.

Discussions regarding the educational inclusion of people with disabilities and other atypical conditions are generally insufficiently explored in most teacher training programs even when they are included. Thus, equipping teachers to work with a diverse student body is a key factor in transforming schools from traditional to inclusive environments (GLAT, 2011).

According to Martins (2012), initial teacher education no matter how thorough is not enough. It must be complemented by continuing professional development, which should take into account principles of diversity and inclusion. Ongoing training is essential to ensure that teachers can meet the varied conditions and needs of their students, regardless of the specifics.

In this context, gathering information about teachers' current knowledge and identifying their needs is crucial for guiding continuing education policies. This ensures that training content can be tailored to meet their expectations and support inclusive teaching practices (PRIETO, 2006).

The interviewed teachers expressed concern about their lack of specific training to work with student diversity and also believed that the gaps in their knowledge regarding the inclusion of students with special educational needs (SEN) could be addressed through professional development and training programs. They emphasized that such initiatives would positively impact their teaching practices and the way they interact with these students.

[...] periodic training courses to introduce us to the different special educational needs we may encounter in the classroom, and especially, when it is known that we will have a student with a certain need, specific training targeted to that need or to their particular needs. So that we know how to act, how to adapt a lesson, how to design an activity or an assessment that meets that need and does not exclude the student which I believe is one of the main challenges of not receiving proper training: we end up hindering inclusion, excluding the student, and worsening the situation (Professor Gabriel).

Sometimes I think that a training course for all teachers could already provide a foundation, and from there, depending on each one's needs, they can continue learning and training in other ways. But I believe there should be a training course on this. [...] Because once we receive a student with special needs, it won't be something entirely new. So that initial impact of receiving such a student won't be as surprising this already helps and makes it something normal, which, in my view, is how it should be. When a student arrives in our classroom, we should welcome them just like any other, because they need to be included in society (Professora Raquel).

Participation in training programs can help teachers become familiar with issues related to diversity in the school environment, preventing situations in which they don't know how to act and enabling them to view differences more naturally, as expressed by teachers Gabriel and Raquel. Moreover, this difficulty in the teacher-student relationship in the classroom can become a complicating factor in the inclusion process.

However, since they were not prepared during their initial training and also did not participate in professional development programs on the subject after entering the teaching career, the interviewees had to adapt when these students joined the institution. Some of them stated that they acquired knowledge through hands-on experience and with the guidance of other professionals, as reported by teachers Gabriel and Arthur, respectively.

What I feel, in fact, is that it really depends on my own personal feeling, on the interaction with the student, on understanding their needs and trying to adapt my classes to those needs, but without having any specific training for that (Professor Gabriel).

This kind of preparation during teacher training didn't happen at all; I've basically been receiving this training in practice, being guided by these professionals on how to work with these students (Professor Arthur).

In this sense, the school needs to go through a preparatory process that includes teacher training, so that they acquire knowledge about the specific needs of these students, enhancing their skills in applying teaching methods, and improving inclusion in its educational and social aspects (PACHECO

Inclusion in Professional and Technology Education: evaluating teachers' knowledge and practices et al., 2007).

The interviewees' recognition of the need to seek more knowledge is quite positive, as, although teacher qualification is not the only factor responsible for ensuring an inclusive school environment, it is certainly a relevant factor in this process. Therefore, the institution needs to find ways to provide continuous professional development for teachers in order to promote the improvement of their inclusive conceptions and practices.

The second stage of the interview with the teachers aimed to analyze the teachers' practices with inclusion. According to the principles of inclusive education, in addition to access, students must be provided with the development of their learning, and it is essential for teachers to be aware and sensitized to the need for methodological adaptations, based on each student's needs.

In this context, when reporting their experiences in addressing the educational needs of students with special educational needs, the participants highlighted the importance of mediation and guidance from other professionals with knowledge in this area, on how to make these adaptations.

[...] We had some meetings at the time, and the technicians told us what we should do to support these students. For example, giving them more time to complete activities, always trying to get their attention during the class, preferably seating them at the front of the room, and most importantly, always questioning them to see if they were really learning (Professor Rodrigo).

It was quite challenging, but it worked out to work with him because the pedagogue helped me a lot and guided me on how I could work with him. I exchanged emails with her, we talked, and we scheduled a meeting on Google Meet so she could help me and give me some guidance on how to work with this student (Professor Arthur).

[...] What I think is essential would be counseling, an advisory from people who are trained for this, so that, at the moment, they can say, 'Look, you should guide this way, handle it like this,' so that we can act properly (Professora Júlia).

The guidance from other professionals within the institution, such as the pedagogue mentioned by Professor Arthur, was also cited by the teachers/coordinators as a facilitator of the inclusion process for students with special educational needs.

So, now in the course coordination role, I made the first contact with a student who requested special accommodations, and the information I received came from the pedagogue, who mentioned the procedure. From there, I started reading and learning more about it. But this is something recent that began in 2020 and came through the institution's pedagogue (Professora Raquel).

“So, the experience I have is only in coordination, providing support and guidance related to course planning and the interaction between students and professors, but it's also heavily mediated by the pedagogue [...]” (Professora Bianca).

This perception of the need and relevance of the involvement of other members of the institutional team who possess knowledge and skills on the topic, supporting the work of teachers, is highlighted by PACHECO et al. (2007), as inclusion should be a responsibility of the entire school and therefore must involve the collaboration of everyone.

According to Blanco (1998), although teachers, in general, are familiar with strategies to address the different individual needs in the classroom, some of these needs require more specialized resources and support as they demand various ways of accessing the curriculum. In this regard, support from specialized professionals to assist the teacher, as stated by Carvalho (2019), is essential to ensure the development of pedagogical work that meets the needs of all students.

Thus, with the guidance of other members of the institutional team, particularly the pedagogue, the teachers developed adaptations aimed at addressing the needs of the students.

I had another student who had issues, I think it was attention deficit, and then the pedagogue guided me on how to work with this student. For example, during a test, I would sometimes have to give more time for the test or read the test to the student because sometimes he knew the content, but he couldn't respond to the question. Sometimes, I would work with the test orally, to explain to the student what I wanted him to do in the question. So, the pedagogue worked closely with me on this issue so that I could work with this student in the correct way (Professor Arthur).

School inclusion involves providing quality education for all students, ensuring that they have the opportunity to learn in a common environment. In this way, it becomes essential to offer resources and strategies that guarantee students with special educational needs the ability to participate in all proposed activities.

[...] At that time, a student with a visual impairment appeared in the class. I remember that he wore glasses with very thick lenses. From then on, we had to change the way we worked in the classroom. When we wrote on the board, we had to use larger letters, and when it came to assessments, I would request from the printing shop that they use larger sheets of paper. I remember that my biggest concern was regarding the practical lessons because he had to observe the microscope, and sometimes, in the food biology class, they had to make cuts in the food to study them. My fear was that the student might hurt himself, so what I did during microscopy lessons was to ask the student to draw what he was seeing. From

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the drawings he made, I could really tell what he was observing. As for using the knife for food preparation, I would handle it with great care and tell him to take his time and be calm. He was able to manage it (Professor Rodrigo).

In Professor Rodrigo's account, we can see that he sought to make the necessary adjustments so that the student could carry out both the classroom activities and the laboratory experiences. In this sense, when planning pedagogical work, the limitations of students should not be overlooked. However, the focus should be on identifying students' possibilities and, based on them, seeking alternatives to ensure favorable learning conditions, respecting each individual's pace, and aiming at their academic and social autonomy (PRIETO, 2006).

When carrying out this planning, it should be ensured that, whenever necessary, the teacher is supported by other specialists. Together, they can define what adaptations should be made to meet the different needs of students and ensure the participation of all in the proposed activities. Consequently, sharing the teachers' experiences with other professionals on the team will allow the identification of areas that need improvement, both in methodological issues and in other aspects related to accessibility within the institution.

Final considerations

The debate on inclusive education and the need to overcome barriers for its implementation involves, among other factors, the need for greater inclusion of the topic in teacher training programs and ongoing professional development. Additionally, it is essential that governmental and institutional policies, such as the creation of support centers for inclusion, be promoted and equipped with accessibility technologies and qualified human resources. This is fundamental because creating conditions for access and participation through adaptations aimed at accessibility, eliminating barriers that prevent or restrict the participation of everyone in educational environments, is a principle of social inclusion.

In this research, we observed significant legislative advances in recent decades regarding inclusion, but in practice and in the analysis of the knowledge of the teachers surveyed, there is still much to be done.

The analysis of the interviewees' accounts highlighted several issues that need to be addressed, whether in terms of building modifications, acquisition of equipment and teaching materials,

investment in training human resources, or hiring specialists to support teachers. Therefore, the institution must seek ways to address the challenges in implementing inclusive policies, eliminating existing barriers to ensure access and the continued presence of all students, regardless of their needs.

In this sense, the results from the questionnaires and interviews conducted with our target audience were crucial for the continuation of the research, whose final objective is the development of an educational product. These results enabled the identification of certain needs that must be met. It became clear, both in the questionnaires and interviews, that the majority of teachers lack training on inclusion. However, they show sensitivity and awareness of the importance of inclusive policies and express a desire for more information on the subject, as well as training to improve their practices.

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