

The Federal Institutes of Education and Inclusion practices: The challenging trajectory of student service at NAPNE IFTM Campus Uberaba - MG

ABSTRACT

This text presents an overview of the gradual implementations of the Center for Assistance to People with Specific Educational Needs (NAPNE) of the Federal Institute of Triangulo Mineiro - Uberaba campus, MG (IFTM campus Uberaba - MG) by examining its challenges, particularly those of public policy of inclusion. This study resulted from a disturbing question that was raised by managers, professors and technicians within the aforementioned Nucleus, namely: How can the implementation of processes of public policy of inclusion (at the time) be consolidated to attend students requiring assistance? The objectives were thus defined: To analyze the inclusion processes in the IFTM campus Uberaba - MG, to discuss the scope of training teachers, managers and technicians for inclusive education, based on its results, and to contribute to continuing education in learning with Assistive Technologies (AT) and the Multifunctional Resource Room (SRM). As for the methodological procedures from the point of view of its more general objectives, this work was nourished by a bibliographical and documental study about the trajectory of the service in the referred NAPNE with a view to deepening the exploratory character as a database for a research of field in the format of a case study. It is based on documental analysis of the Nucleus, public policies and the training of professionals for inclusive education. Thus, faced with challenges in fostering progress and bypassing impasses, the study required a qualitative approach. The results point to challenges that are still outstanding, such as the implementation of care rooms and attention to investing in AT, and in conjunction with the complex, more pedagogical and technical training for managers, teachers, psychologists, health professionals that would welcome students with special educational needs with a more conducive experience in operational assistance.

KEYWORDS: NAPNE-IFTM. Inclusive public policy evaluation. Continuing Teacher Education. Resource Rooms. Assistive Technologies.

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INTRODUCTION

Utopia is understood as a possible dream to achieve advances in the Center for Assistance to People with Specific Educational Needs (NAPNE) of the Instituto Federal do Triângulo Mineiro campus Uberaba, Minas Gerais (IFTM campus Uberaba - MG). It is supported by the thoughts of Paulo Freire, who proposed a utopian education, “but not utopian in the sense of the unrealizable; not utopian in the sense of someone who talks about the impossible, about impossible dreams” (FREIRE, 1996 p. 100). When acting in the area of special education at NAPNE, utopia becomes reality in the monitoring of students who have special challenges in their learning path.

The theme concerning inclusive processes is of great relevance as a public policy that has been adding unusual learning experiences for the teaching staff in order to deepen with the expansion of the arrival of students with this profile in Federal Institutes (IF). It appears in the official records of the NAPNE that, from 2003 to 2014, 13 students with disabilities entered the institute, with visual impairment, Attention Deficit Hyperactivity Disorder (ADHD) and deafness.

In the inclusion processes of these students’ profiles, it is important to emphasize that all received some type of specialized care, but in contacting the teachers, few offered feedback on their perceptions about the two-way teaching and learning process; however, to put their disjointed feedback in the perspectives of their everyday experiences, there were many who showed concerns when they saw themselves challenged by the presence of a student with some type of disability.

This study adds to many other experiences in this field of educational, pedagogical and technological work in order to expand the dialogue between peers with the professionals involved, as well as in the surrounding communities and society as a whole. The challenges were not few and emerged in good time from reviewing directions, claims, investments of multiple natures, revisions, and possible improvements in relation to NAPNE service in Uberaba, but these were in line with other similar Service Centers in FI across the country.

From the methodological point of view, this research had the general objective of contextualizing the inclusion processes in the Federal Institutes, focusing on the trajectory of the NAPNE IFTM campus Uberaba - MG. The starting point was a documentary analysis of the Nucleus (GIL, 2010), based on both the relevant legislation and the institution's regulatory documents and in view of public policies with a close eye on the training (initial and continued in service) of teachers for inclusive education and, in this case, highlighting the studies by Carlou (2014), Pessini (2015) and Dall’Alba (2016). As for the specific objectives, these were: To analyze the processes of inclusion in the IFTM campus Uberaba - MG, with profiles from 2003 to 2014 (from the reception of the first students with some type of disability, until the implantation of the Nucleus in 2012 and its development until 2014); to revisit the theoretical production around challenging practices (SEVERINO, 2018) in this field of student service, and finally, to contribute to the curricular organization of the courses attended.

This article is structured as follows: First, it is a view of the Nucleus and its institutional context within the Federal Institutes (IFs), with emphasis on the IFTM campus Uberaba - MG. Then, it deals with inclusion through the actions of the

aforementioned NAPNE, and in the field of discussion and evaluations, it pinpoints the challenges in training for inclusive education, and in addition it emphasizes the operability of Assistive Technology (AT) in the context of IF, concomitantly with the implementation of the Multifunctional Resource Room. Finally, summary considerations are presented, complemented by some recommendations.

THE NAPNE IN THE CONTEXT OF THE FEDERAL INSTITUTES OF EDUCATION AND THE IFTM CAMPUS UBERABA – MG

Although IF are somewhat recent, since 2008 they have achieved a dizzying expansion in recent years, both in the social context and of Brazilian education and as a result of the increasingly growing demand for professional education (PACHECO, 2020). Consequently, they are open to receive a diversity of student profiles from middle to higher education. Within this diversity are included students characterized by special educational needs (physical, sensory and intellectual disabilities), global developmental disorders and giftedness/high abilities.

Due to the special attention given by current legislation (BRASIL, 2001; 2007; 2009a; 2010), which is aimed at specialized educational services for students with special educational needs during elementary school, this group advances to secondary and higher education every day, and this challenges institutions at these levels of education to adapt to serve this public.

The fact that there will always be people with disabilities has made their differences understood in different ways. The evolutions achieved in this sense are closely related to the capitalist modernization process and to the liberal ideology, which founded it and which, in turn, is related to the formulation of the concepts of equality and freedom for all. We cannot, therefore, fail to emphasize the importance of discussions that little by little are becoming stronger (CARLOU, 2014; DALL'ALBA, 2016; among others) and turning into increasingly necessary actions to the point of becoming natural and essential due to their incorporation content.

In this sense, it is necessary to think about the concepts that guide such practices when faced with people characterized by some type of disability, especially in educational institutions, where spaces conducive to the consolidation of social transformations through education are essential. In these institutions, the process of conceptual changes is clearly perceived and always linked to the social and cultural particularities of each historical period in which new paradigms that are installed and mean that fractures within which society is never fully prepared, sometimes not even for the minimum necessities to deal with them. New development is only accepted after being experienced and felt as necessary in the current context. In order for the policy of inclusion of people with special educational needs to become effective in the Professional and Technological Education Network, the objective of the Ministry of Education and Culture (MEC) created the Education, Technology Program and Professionalization for People with Special Educational Needs (TECNEP) in 2000 (BRASIL, 2000) to raise awareness about inclusion and diversity.

For Anjos (2006), the proposal of the TECNEP Program defends the idea that the so-called Federal Centers for Technological Education (CEFET) played a

fundamental role in the states, being a reference in inclusive professional education with the guarantee of broad access; therefore, the TECNEP Program created the Care Centers for People with Specific Educational Needs (NAPNE) in order to systematize the reception of these people in federal educational institutions. The function of the Nucleus is to make the articulation between the sectors of the institution selecting didactic materials that can serve this public. Externally, its function is to develop partnerships with other institutions and Non-Governmental Organizations (NGO), but mainly those that offer professional education for students with disabilities. “The Nucleus has as its main objective to create in the institution the culture of education for coexistence, acceptance of diversity and mainly to seek to break down architectural, educational and attitudinal barriers” (PROGRAMA TECNEP, 2000 *apud* DALL'ALBA, 2016, p. 40).

Notably, in 2011 the TECNEP Program was extinguished; however, within the scope of the IFs and even with the termination of the TECNEP Program, the NAPNE continued to be created and the “Federal Network of Professional and Technological Education (EPT) accounted for in 2013, 418 NAPNES” (NASCIMENTO, FLORINDO; SILVA, 2013 *apud* DALL'ALBA, 2016, p. 52).

In order to better understand the implementation of NAPNE in the Federal Network of Professional and Technological Education, studies were carried out that originated in this article. The subject is still recent, but there are researchers who have dedicated themselves to analyzing it in different regions of the country. Some of these studies are highlighted below, seeking to emphasize the relevance of the theme and the contribution made by some of the scholars.

Pessini's research (2015) reveals that the Federal Institute of Rio Grande do Sul (IFRS), as required by law, has the NAPNE on its campuses that are active, which is why they generally review their practice and the concepts that underlie them. The author's analysis identifies that, in practice, each Nucleus constitutes the reference on matters of inclusion on campuses. Among its attributions is the mobilization and awareness of the institutional community in the articulation of affirmative actions that favor inclusion; however, real inclusion is the responsibility of the institutions in all areas.

The potentialities that the work highlights are the management's support in the activities of the NAPNES, the resources made available to the Nucleus, the support from the Affirmative Action Advisory sector, the training opportunities, partnerships with other institutions and the external community, IFRS inclusion policies, the multiple actions of each Nucleus on the campuses, the exchange of experiences between the Centers, and the promotion provided by research and extension notices. In terms of weaknesses, the author brought up the issue of the lack of physical space for the installation of the Nucleus and the lack of human resources, the deadlines for acquiring materials and equipment, and the need to dilute architectural and attitudinal barriers.

According to studies by Carlou (2014, p. 14) and which had as one of its objectives “to analyze the role of NAPNE in relation to the inclusion of people with SEN in professional education from the conception of managers of the Federal Institute of Rio de Janeiro (IFRJ)”, the IFRJ created 08 (eight) NAPNES between 2008 and 2012 on its campuses. Until 2013 there was no approved regulation, but only a proposal presented. The actions are carried out through combinations between the direction and coordinators of the Centers; therefore, there is no

standardization of the actions developed. The teams are made up of pedagogues, teachers, administrative technicians, psychologists and health professionals.

The Centers do not have a defined location, and there are still those that share a room with another sector and others who occupy spaces that are inadequate for their function. The author revealed that there is a lack of materials, equipment and Assistive Technology (AT) for the Centers; the infrastructure of the campuses also needs reform to be accessible. The concern of the managers interviewed by the researcher was the training of teachers, and for them the function at the Nucleus would be to train the teaching staff to receive students with disabilities, since students enrolled in the target audience of special education were few and in some campus were non-existent. It was concluded that the functions of the NAPNE are not consolidated on these campuses.

Considering the results of studies by Dall'Alba (2016), Pessini (2015) and Carlou (2014), it can be stated that the IFTM campus Uberaba – MG is in the process of adapting its physical and spatial structures to conduct and concepts of teaching and learning. In its Institutional Development Plan (PDI/2013), the priority for accessibility and social inclusion appears as one of the essential values of the IFTM. Of the objectives outlined in said PDI, item 6 states: “Consolidate and expand diversity and inclusion actions aimed at democratizing education” (INSTITUTO FEDERAL DO TRIANGULO MINEIRO [IFTM], 2013, p. 23), and to achieve this goal by 2018, it set the goal of fully serving 100% of students with educational specificities and/or inequalities. Since preparation for the world of work is one of the central objectives of the IF, the PDI in its characterization of teaching aims to: “Include an audience historically placed on the sidelines of training policies for work, including those people with specific educational needs” (IFTM, 2013, p. 54).

These legal prescriptions stem from a long history that is permeated by a huge diversity of concepts and practices related to people with disabilities. If today it is understood that inclusion is a necessary process in today's society, it is because practices prior to inclusion were not sufficient to meet the basic needs of these people, who suffered the neglect and contempt of exclusionary and segregationist systems.

Attempting to understand how the IFTM campus Uberaba - MG is experiencing the highlighted inclusion in the objectives of the institution's PDI, the actions of the NAPNE are treated below, since the internal policies favor the work of the Nucleus, and it has been in uninterrupted operation since its creation, driven by a permanent (and disturbing) need to evaluate and improve its service.

INCLUSION IN PROFESSIONAL EDUCATION THROUGH NAPNE ACTIONS AT IFTM CAMPUS UBERABA - MG

In 2012, the Care Center for People with Specific Educational Needs (NAPNE) started to take more targeted and organized actions (IFTM, 2012) that were based on directions of the TECNEP Program through Resolution No. 42 of November 26, 2012, updated by Resolution No. 55 of December 12, 2017. According to this resolution, NAPNE is linked to the Pro-Rectorate of Education (PROEN) and to the sector responsible for assisting students on each Campus. This is a permanent program whose purpose is to guarantee the access, permanence and academic success of students with specific educational needs (disabilities, gifted/high

abilities and global developmental disorders) at the Federal Institute of Triângulo Mineiro.

Although the NAPNE was only regulated in 2012, since 2003 the Institution has been receiving students with visual, hearing and physical disabilities. Since then, some adaptations to the physical structure have been carried out in the Institute's buildings, and the MEC has also sent adapted resources and Assistive Technology (AT) to meet the specificities of the students.

We can consider changes in infrastructure and the acquisition of adapted resources as part of welcoming students with specific educational needs. This reception must take place in the sectors and spaces of the institution as a whole. In his research on the perception of the NAPNES management team on the process of inclusion of students with disabilities in the IFRS, Pessini (2015) also observed this issue:

On this journey, one of the discoveries that surprised us was the linking of the concept of inclusion to the concept of embracement exposed in most of the interviewees' testimonies. Inclusion and this embracement occurs in their daily activities by assisting students and teachers in resolving the Center's management demands (PESSINI, 2015, p. 78).

It is thus a welcoming sign that NAPNE's service to students with special needs has been happening since it received the first students who need different strategies to achieve academic success. In 2003, the Institution received the first Visually Impaired (VI) student with low vision in High School, whose didactic material was expanded to meet their needs through the initiative of the Technical in Educational Affairs (TAE), which at the time worked in parallel with the Institute for the Blind, which had experience with this public. Their work with this student and those who arrived later was fundamental.

This TAE experience that worked with the DV student resulted in pedagogical reflections on the initial and continuing training of teachers and education professionals. The NAPNE Resolution has among its guiding principles that give "support for the continuing education of professionals in the area of inclusive education at all levels of educational practice" (IFTM, 2017, p.4). Thus, it is suggested that the NAPNE IFTM campus Uberaba - MG works together with the People Management Coordination and the General Direction of the Campus so that it can favor the offering of courses that deals not only with inclusion, but also with events and lectures that contribute to sensitize the school community.

Another fundamental factor later demonstrated in the research results by Milanesi (2012) highlights the need for a study on the inclusion demonstrated in the speech of the teachers who were interviewed:

The specialist teachers stated that it is necessary to update themselves and study constantly, and that even with this they believe that they will not be fully ready to serve, with quality, all types of students. They admit that each student is unique and that, no matter how much they have studied, the teachers should always seek more training. Still, in the case of those who have already completed initial training, continuing training is a way for this to happen. (MILANESI, 2012, p. 106).

In 2005, the institution (then under the CEFET nomenclature) admitted three more DV students (one with low vision and two with blindness). At that time, it

was noticed that students with disabilities arrived at the Institution but we still felt unprepared to serve them. Even so, the students were welcomed by the institution and by the other classmates and there were no records of bullying or discrimination. Although at that moment there was still tension in the air, people made an effort to ensure that everything flowed in the best way for those students; however, no one was really prepared to deal with blind students who could not see. How to teach a practical class for students with full VI? What about field classes? How would they happen? How to adapt material for these classes?

Aiming to find solutions to these questions and with the purpose of “promoting in the IFTM the culture of education for inclusion through behavioral and architectural actions” (IFTM, 2017, p.4) the NAPNE IFTM campus Uberaba - MG has carried out actions that can ensure humane and more inclusive care.

Contributing to the effectiveness of NAPNE, the work of Dall'Alba (2016) tells us that:

The creation of the NAPNEs has strengthened the process of inclusion in the Federal Institutes of Education. As a public policy of inclusion, it is not configured as one more welfare action, but an opportunity to access professional and technological education with favorable conditions for its permanence and completion. This new scenario can contribute significantly so that more underprivileged students can develop their potential and fully exercise their citizenship. (DALL'ALBA, 2016, p. 90).

Still going back to 2005, the Nucleus for Insertion of People with Special Educational Needs was created (IFTM, 2005). At the time, the Institution received the Virtual Vision voice program and several literary and academic works in Braille that were in a room attached to the Library. Bathrooms and drinking fountains were adapted and ramps were built to accommodate students with disabilities. Three employees were trained in Braille by the Institute for the Blind.

The students also had the complementary support of psychological care. For the low vision student, texts were enlarged. Students with blindness used the Braille system, which was transcribed in ink by the Nucleus and received support from the Institute for the Blind. These students were also provided, in partnership with the Pedagogical Support Center for People with Visual Impairment (CAP) located at the Professor Alceu Novaes State School in Uberaba for training with a cane in the school environment.

The partnerships signaled support for the NAPNE IFTM campus Uberaba - MG, either in the training of professionals or through support receiving students for specific services and evaluations, which was fundamental for the effectiveness and gradual consolidation of the Nucleus. The studies by Pessini (2015) confirmed that “Partnerships with other institutions and the external community consolidate as extension actions of the Centers, which enable the insertion of the Center and the institution in the community” (PESSINI, 2015, p. 76).

In 2007, the institution received a blind student in High School and Technical Education in Agroindustry / ‘Proeja’ (youth and adult education). Then in 2009, the institution welcomed a blind student and a student with low vision in the Technical Course in Informatics, a student with ADHD in the higher course of Systems Analysis and Development, one student with hearing impairment in the Technical Course in Nutrition and Dietetics, so at this time a Libras Interpreter was hired to accompany the students.

That year, NAPNE's actions sought to meet the needs of students, even with the absence of tools and up-to-date didactic material to assist people with specific educational needs. The lack of a physical space for the installation of the NAPNE on the Campus is a factor that hinders the consolidation of the Nucleus and its knowledge before the school community. The lack of a Resource Room that can count on a professional to provide Specialized Educational Care becomes an obstacle to welcoming students with Special educational needs (SEN) with quality and without improvisation on the Uberaba campus.

Notably, the Center did have partnerships and a professional who added knowledge and collaborated with the student's learning process, as well as training the school community. The Law that regulates this profession provides, in its Art. 6, that "It is the attribution of the translator and interpreter, in the exercise of their competences I - to carry out communication between deaf and hearing, deaf and deaf, deaf and deaf-blind, deaf-blind and hearing people, through Brazilian Sign Language ('Libras') for oral language and vice-versa." (BRASIL, 2010, online).

In 2010, the Institute welcomed 01 (one) visually impaired student in the Graduate Course in Social Projects. The then implemented Care Center for People with Specific Needs - NAPNE provided pedagogical support, when requested by teachers (reading material in ink and applying evaluation). However, for personal reasons, the student did not remain in the course.

In 2014, the Technical Course in Agriculture Integrated to High School received a student with low vision and a student with reduced peripheral vision on the left side. The NAPNE referred the students to the Support Center for People with Visual Impairment – CAP at the Alceu Novaes School for diagnostic assessment of vision and guidance on procedures. Once this was done, the students returned weekly to the CAP, accompanied by a driver and a member of the NAPNE for visual stimulation exercises. The teachers of these students, as well as the NAPNE team, were trained by CAP to assist these students. For the student, enlarged material was indicated as was sitting closer to the board and the use of a hand magnifying glass and a ruler magnifying glass.

Under CAP guidance, the school made a desk with an inclined plane to assist the student in the classroom, but the student refused to use it for fear of being exposed. The student was advised, in addition to the visual stimulation exercises, to use a patch on his right eye when he was at home on weekends to stimulate his left eye. The partnership with CAP has enabled the exchange of experiences between NAPNE members and this institution that serves Uberaba and the region, which has the mission of making it possible for students with SEN to be welcomed into regular education and to succeed in the teaching-learning process.

In the selection carried out for this study, which contemplates from 2003 to 2014 as the scenario of the implementation of the public policy, the actions of the NAPNE aimed at welcoming students with SEN at the IFTM campus Uberaba - MG are highlighted. The challenges are many and the servers were aware that others were to come. It is admitted that isolated actions happen, without which the work would be even more difficult. The feeling of mission accomplished is never complete. There will always be a search for knowledge and the carrying out of actions that allow the inclusion process to be established in the institution.

Aiming to serve the external and internal community of the IFTM campus Uberaba - MG in the area of guidelines in relation to disabilities, NAPNE

coordinated an Extension Project entitled “A Pathway for Inclusion” and a Basic Course in the area of Visual Impairment, the latter was offered to students of higher education courses at the Institute and the external community. The course was carried out in partnership with the Support Center for Visually Impaired People at the Alceu Novaes School, part of the Municipal Education Network. The aforementioned Extension Project took place over a period of three years, assisting 15 scholarship holders among high school and higher education students. Among them was a student with low vision who participated in the project for two consecutive years.

Scholarship students gave workshops and mini-courses in the area of visual and hearing impairment, created videos simulating adapted environments on the Uberaba Campus, and organized technical visits to institutions that assist people with disabilities. In addition to these activities, there were study schedules on inclusion. In spite of such initiatives of the NAPNE IFTM campus Uberaba - MG, the absence of teachers in the proposed activities was glaring.

These and other proposals for the implementation of projects, internal or in partnership portray a trajectory of special care as an unavoidable public policy, but it still remains full of challenges.

DISCUSSION: CHALLENGES STILL EVIDENT IN TRAINING FOR INCLUSIVE EDUCATION

The right to Basic Education for the entire population is guaranteed by the Brazilian Federal Constitution, formulated in 1988, whose article 208, item III, states that the State’s duty with education will be carried out by guaranteeing “specialized educational assistance for people with disabilities preferably in the regular education network” (BRASIL, 2016, p. 124). However, the great challenge was the implementation of the National Policy on Special Education from the perspective of Inclusive Education in 2008 (the year IF were created), which provided for an even more consistent investment in the continuing education and service of teachers to work in educational service as one of the ways to ensure the inclusion of students with disabilities, Pervasive Developmental Disorders (PDD) and high abilities/giftedness in common schools (Brasil, 2008).

Furthermore, with the continuous formation of teachers in the area of inclusion, it becomes necessary to study, know, deepen, experiment, and to continually evaluate because of the pressing need to always take into account the cultural and social heterogeneity of teachers’ aims at an approximation for inclusive education in order to produce diversification in educational practices.

According to Carlou (2014, p. 146), “inclusive education represents a new educational culture”, which differs from the traditional school where students adapt to regulations and methodologies. Inclusive education aims at student learning regardless of the particularities of each one and other factors associated with the learning process.

Thus, the inclusive school will be the one that, at least in theory beyond classrooms or resources, needs to assume the attribution of involving the entire community in the process of welcoming students and training its professionals to work with diversities. This is the way to better guarantee access to regular

education classes for students with special needs and to allow these students to live together and socialize. However, learning must be prioritized so that this student acquires knowledge regarding his/her individuality and difference. It is not a “carrier” (of disabilities), but a social subject with its specificities.

In this way, Carlou (2014) brings the vision of the inclusive school that prepares for the consolidation of inclusion, permeating all areas and not leaving the responsibility of welcoming only to the teachers, who are mostly female, who will lead the learning process of students with special needs. Therefore, teacher training to work with inclusion, management and the entire school structure should be permanently rethought with everyone's involvement and learning at school and in its surroundings.

It is necessary to highlight here the enormous challenge still evident in teacher training so that pedagogical practices provide an inclusive environment for learning and socialization, regardless of differences. A major impasse still needs to be overcome within the framework of teamwork involving the school community, including the implementation of an inclusive public policy of the aspects mentioned in Art. 17 above so that the external agents involved in the education system also play a leading role, not as mere supporting actors. In practice, for example, continuing to promote courses, events, network actions that favor teaching methodologies and strategies, didactic resources, immersing themselves in learning with increasingly complex Assistive Technology and seeking possibilities for assessments without being afraid to point out limitations or ways to continue socializing exchanges of experiences and technological resources that may result in school success. Continuing in-service training does not just fall on the shoulders of teachers.

Given this, for the challenges posed for the consolidation of professional training in the area it is necessary to address the role played by Assistive Technology and the Multifunctional Resource Room in the following topics.

ASSISTIVE TECHNOLOGY IN THE EDUCATIONAL CONTEXT

Contributing to the teaching practice, technological resources increasingly tend to favor assistance to students with special needs and contribute both to content mediation and to ensure effective learning. With the aim of providing people with disabilities with autonomy, quality of life and citizenship via social inclusion, AT can make the learning process more accessible to students with special needs.

In Brazil, with a view to legitimizing the development of Assistive Technology (AT), “on November 16, 2006, Ordinance No. 142 established the Technical Assistance Committee (TAC), established by Decree No. 5,296/2004 within the scope of the Special Secretariat for Rights of the Presidency of the Republic” (BRASIL, 2009b, p. 9). Assistive Technology is a term that is currently agreed upon, but “Technical Aids” was the term previously used.

Still according to this Ordinance, the TAC had the attribution of defining the terminology that could be more appropriate to the Brazilian context. To this end, a literature review was carried out to substantiate the conceptual basis. The mentors of the aforementioned literature review concluded that there is no

concept that is an international consensus. The same concept is used in several terminologies, or the same terminology with different concepts. The CAT found that in Brazil the most used terms were “Technical Help” and “Support Technology”. These terms could be used with the same meaning; however, the term Assistive Technology became obligatorily adopted by the CAT in its documents, and the Committee's orientation is that it be used in the singular “Assistance Technology”, as it is a knowledge area. The concept constructed and unanimously approved at the plenary meeting on December 14, 2007, as follows:

Formulation of the concept of AT: 'Assistive Technology is an area of knowledge with an interdisciplinary characteristic, which encompasses products, resources, methodologies, strategies, practices and services that aim to promote the functionality related to the activity and participation of people with special challenges, disabilities or reduced mobility, for their autonomy, independence, quality of life and social inclusion' (BRASIL, 2009b, p. 13).

Thus, Assistive Technology contributes by standardizing and classifying the products that can be acquired by educational institutions of welcoming students with special educational needs with the aim of their permanence and successful exit.

In this way, AT is present in our daily lives. Often going unnoticed by us, such as the use of a “cane” that provides comfort and safety when walking. At other times, they have an impact due to the technology they have, as in the case of cars adapted for people with physical disabilities or even “an amplification device used by a person with moderate deafness” (MANZINI, 2005, p. 82).

What remains, however, is the challenge of systematizing knowledge about Assistive Technology and consolidating research that can support and guide public policies and the actions of Educational Institutions.

We highlight the results of studies by the Technical Assistance Committee of Thematic Commission 2 “Education” which dealt with the theme of the use of Assistive Technology resources and equipment in the three levels and scopes of municipal, state and federal technological education and which, among its recommendations, point to the lack of AT researchers as one of the impasses (BRASIL, 2009b).

In the evaluation process developed from the questionnaires, the Committee concluded that the Federal Institutions of Technological Education start to use Assistive Technology resources, even in an incipient way, aiming to welcome the student with special educational needs in the entrance and permanence until the successful exit of this student and that these Institutions set up AT laboratories have adequate software and human resources trained to assist students with special educational needs. There are, however, few AT researchers and few of these institutions develop AT resources. It was pointed out the urgency of training human resources to attend newcomers who have a disability. The study recommended “training teachers to use AT equipment and resources in the learning process” (BRASIL, 2009b, p. 57).

MULTIFUNCTIONAL RESOURCES ROOM

The Specialized Educational Service (SES) comprises “the set of activities, accessibility and pedagogical resources organized institutionally and continuously”. For the AEE to be effective, it must be included in the school's Pedagogical Project and have the participation of the family and be articulated with public policies aimed at access, permanence and successful completion of students with special educational needs (BRASIL, 2011).

With the aim of supporting public education systems in the organization and provision of SES, the Ministry of Education (MEC) created the “Program for the Implementation of a Multifunctional Resource Room” (MRR) (BRASIL, 2007). For students with disabilities, pervasive developmental disorders or with high abilities/giftedness, the AEE aims to ensure their learning. Thus, Assistive Technology is gradually arriving at the school through the actions of the AEE teacher and the Multifunctional Resource Room (MRR). The federal government program provides the resources and materials, leaving the school to provide the physical space and hire the AEE teacher. In the multifunctional resource rooms there are equipment, furniture and didactic pedagogical resources that are increasingly consistent with what technologies provide as innovation in the area.

Milanesi's research (2012) deals with the organization and operation of the multifunctional resource room and aimed to analyze the implementation of SRM as a category of use. The study was carried out in a municipality in the interior of São Paulo; however, its results point to issues to be considered by educational institutions that will implement SRM and even those that already have this pedagogical space. According to the author, the school routine changes little with the existence of the MRR, this place facilitates the schooling of students with special educational needs and at the same time preserves the school routine from undergoing changes.

Based on the author's analysis, we can reflect on the relationship between public policies and school routine. The subject needs further investigations that can contribute to the effectiveness of inclusion and diversity, but there are still physical and attitudinal barriers that need to be broken with teamwork that involves the school community and family.

MRR provides several resources that require a qualified professional to use. Pedagogical resources, such as ‘Soroban’, which allows performing mathematical operations and the DOS VOX program, which is simpler and does not require the teacher (or other support professional) to know Braille to teach a visually impaired student, but teachers need to know these and other available resources so that in the right situations they know what and how to use them.

Public policies aimed at special education seek to ensure the reception and learning of students with special educational needs, and investments in multifunctional resource rooms allow education professionals to carry out pedagogical assistance according to disability and/or high abilities/giftedness. However, by themselves they cannot guarantee quality special education. As previously noted, school inclusion needs to be effective and occur from a joint work that must happen and go beyond the scope of the school itself.

If we consider what the legislation determines, educational professionals who enter educational institutions need, as a prerequisite, to demonstrate prior

knowledge about special education, and they need to have skills and abilities to assist students with disabilities, pervasive developmental disorders and high ability/giftedness in regular classrooms. Such a prerequisite implies charging for contents that address Special Education in teacher competitions and also requesting documentation that the professional has taken courses that prove specific knowledge as specified in the legislation (MILANESI, 2012).

Considering that continuing education courses on school inclusion need to be prioritized for teachers, the AEE has been implemented effectively, but there are still many challenges for the implementation of teacher training policies for inclusive education, challenges that permeate the policy of training and adequacy of teaching methods and techniques to the real needs of disabled students.

As for the NAPNE IFTM campus Uberaba - MG, it did not present itself, in the context of the area's policies in the country, as an isolated island, both in relation to (internal) impasses and in relation to the advances experienced and still to be experienced.

FINAL CONSIDERATIONS AND RECOMMENDATIONS

In the course of this work, we tried to record the reflections that were developed regarding the theme of Inclusive Education from a closer look at the IFTM campus Uberaba - MG with focus on the knowledge built from the NAPNE as it is included in the larger national scenario context of a very intense, demanding, and complex Inclusion Policy.

This made it possible to show that the discussion on the subject has involved an ever-increasing circle of researchers who are engaged in research to understand issues related to the implementation of this proposal in the educational system. And not without reason, since its basic principle is to provide education for everyone, regardless of race, culture, development or even socioeconomic conditions by providing access to school, permanence in it and, above all, quality education.

It was found, based on the researched theoretical framework, that the training process entrusted to inclusive education has acquired in recent years an even greater complexity in character with the implementation of the proposal to rescue citizenship by expanding the scope of its service to incorporate people with disabilities. In this way and in order to offer all students of the IFTM campus Uberaba - MG the knowledge systematized and accumulated by society throughout its history and to do so in accordance with the principles that guide the proposals of inclusive education, the school has begun to demand from professional educators a multiple knowledge of educational practices.

Still, we consider that the success of achieving inclusive education depends not only on the efforts of its professors, but on an intense mobilization of all the servers that make up the educational institution.

The principles of equality and equity underlie the inclusive actions that guide this proposal, and they are based on the search for a fairer and more humane society for all that can be translated into quality care for all students by recognizing and meeting differences and individual needs. Such principles are explained and made official in numerous documents, as seen in the theoretical framework of this

work, which should be part of the care of every professional in the field of Inclusive Education in the staff of the IFTM campus Uberaba - MG.

Special Education constitutes an area of social relevance whose actions are based on respect for human dignity and respect for differences. It appears, however, that the perspective of public policies addressed to inclusion still has a long way to go to make it effective, in fact, in professional education in IF based on the principles of the 1988 Constitution.

Regarding the NAPNE, it is observed that, by functioning as strategic Nuclei for policy implementation actions, such the Nuclei's aim to "eliminate physical, communication and information barriers that restrict the participation and academic and social development of students with disabilities" (BRASIL, 2011, online) and contrary to what has happened in the past, they should not be the only space entrusted to Special Education, which no longer fits only in small groups, as in special classes, but in all IF , including actions that articulate Teaching, Research and Extension. Challenges are still ongoing at the NAPNE IFTM campus Uberaba – MG, which presents itself as a "3X4 portrait" of a gigantic public policy of inclusion in a historical process that is still open and full of possibilities.

OS INSTITUTOS FEDERAIS DE EDUCAÇÃO E AS PRÁTICAS DE INCLUSÃO: A DESAFIANTE TRAJETÓRIA DO ATENDIMENTO AO ALUNO NO NAPNE IFTM CAMPUS UBERABA - MG

RESUMO

O presente texto traz um olhar de retrovisor da implantação gradual do Núcleo de Atendimento a Pessoas com Necessidades Educacionais Específicas (NAPNE) do Instituto Federal do Triângulo Mineiro - campus Uberaba, MG (IFTM campus Uberaba - MG), pelo enfrentamento de seus desafios, como política pública de inclusão. Este estudo resultou de uma inquietante pergunta, levantada por gestores, professores e técnicos no interior do referido Núcleo, a saber: como a concretização de uma política pública de processos de inclusão estavam (à época) se consolidando no atendimento aos alunos assistidos? Os objetivos ficaram assim definidos: analisar os processos de inclusão no IFTM campus Uberaba - MG; discutir o alcance da formação de professores, gestores e técnicos para a educação inclusiva, a partir de seus resultados; contribuir com a formação continuada no aprendizado com o trato a Tecnologias Assistiva (TA) e à Sala de Recursos Multifuncionais (SRM). Quanto aos procedimentos metodológicos, do ponto de vista de seus objetivos mais gerais este trabalho nutriu-se de um estudo bibliográfico e documental, acerca da trajetória do atendimento no referido NAPNE, tendo em vista adensar o caráter exploratório como base de dados para uma pesquisa de campo no formato de um estudo de caso. Tem como base a análise documental do Núcleo, das políticas públicas e da formação dos profissionais para educação inclusiva. Assim, diante de desafios em pontuar avanços e impasses o estudo requereu uma abordagem qualitativa. Os resultados apontaram desafios ainda em aberto, tais como a implantação das salas de atendimento e atenção no investimento às TA, em concomitância a uma formação complexa, pedagógica e técnica - por envolver gestores, professores, psicólogos, profissionais da saúde - mais condizente ao acolhimento e atendimento operacional aos alunos com necessidades educacionais especiais.

PALAVRAS-CHAVE: NAPNE-IFTM. Avaliação de política pública inclusiva. Formação continuada de Professores. Salas de Recursos. Tecnologias Assistivas.

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