

**BETWEEN REASONS AND PERSPECTIVES, PATHWAYS AND INSPIRATION:
SOME REASONS FOR HEALTH AND EDUCATION TO WALK TOGETHER**

***ENTRE RAZÕES E PERSPECTIVAS, CAMINHOS E INSPIRAÇÕES: ALGUNS
MOTIVOS PARA QUE A SAÚDE E A EDUCAÇÃO CAMINHEM JUNTAS***

***ENTRE RAZONES Y PERSPECTIVAS, CAMINOS E INSPIRACIÓN: ALGUNAS
RAZONES PARA QUE SALUD Y EDUCACIÓN CAMINEN JUNTAS***



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How to reference this paper:

RODRIGUES, J. M. C.; RODRIGUES, S. C.; TAVARES, A. S.
Between reasons and perspectives, pathways and inspiration: Some
reasons for health and education to walk together. **Revista Ibero-
Americana de Estudos em Educação**, Araraquara, v. 18, n. 00,
e023049, 2023. e-ISSN: 1982-5587. DOI:
<https://doi.org/10.21723/riaee.v18i00.18324>



| Submitted: 13/09/2022
| Revisions required: 25/01/2023
| Approved: 10/02/2023
| Published: 11/07/2023

Editor: Prof. Dr. José Luís Bizelli
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

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ABSTRACT: The study deals with bibliographical research with an emphasis on discussions about the training of professionals from the perspective of diversity from the perspective of the interfaces between health and education, as a space for the formation of human beings. The reflection permeates a critical look at the joint and intercomplementary action of Health with Education, enabling the processes of social, cultural and digital inclusion. We highlight interdisciplinary activities as a focus on minimizing marginalization in the computerized society, which also points to the training of professionals with new meanings, new social demands. Concomitantly, the research shows that the interrelation between formative, technical and professional teaching determines the priority of formative courses, taking into account ethics, scientific and intellectual rigor and a multi and interdisciplinary focus, especially in the area of education and health.

KEYWORDS: Training of Professionals. Diversity. Health. Education.

RESUMO: O estudo trata de uma pesquisa bibliográfica com ênfase nas discussões sobre a formação de profissionais na ótica da diversidade, a partir da perspectiva das interfaces da saúde com a educação como espaço de formação do ser humano. A reflexão permeia num olhar crítico em atuação conjunta e intercomplementar da Saúde com a Educação, viabilizando os processos de inclusão social, cultural e digital. Destacamos as atividades interdisciplinares que possuem como foco a minimização da marginalização na sociedade informatizada e que apontam também para a formação de profissionais com novos significados, novas exigências sociais. Concomitantemente, a pesquisa evidencia que a interrelação entre o ensino formativo, técnico e profissional determina a prioridade dos cursos formativos, levando em conta a ética, o rigor científico e intelectual e o enfoque multi e interdisciplinar, especialmente na área da educação e saúde.

PALAVRAS-CHAVE: Formação de Profissionais. Diversidade. Saúde. Educação.

RESUMEN: El estudio se basa en una investigación bibliográfica que enfatiza las discusiones sobre la formación de profesionales en la ética de la diversidad en la perspectiva de las interfaces de la salud con la educación, como espacio para la formación del ser humano. La reflexión permea una mirada crítica a la acción conjunta e intercomplementaria de la Salud con la Educación, posibilitando los procesos de inclusión social, cultural y digital. Destacamos la acción interdisciplinar enfocada a minimizar la marginación en la sociedad informatizada, que también pretende formar profesionales con nuevos significados, nuevas demandas sociales. Al mismo tiempo, la investigación muestra que la interrelación entre formación, formación técnica y profesional, determina la prioridad de dos cursos de formación, teniendo en cuenta la ética, el rigor científico e intelectual y el enfoque multi e interdisciplinario, especialmente en el área de educación y salud.

PALABRAS CLAVE: Formación de Profesionales. Diversidad. Salud. Educación.

Introduction

The study aims to stimulate discussions on the training of professionals from the perspective of diversity, from the perspective of the interfaces between health and education, as a space for the formation of human beings. We are aware of the countless obstacles that the school needs to overcome in order to implement a pedagogical and social, democratic and inclusive practice. There are several factors to be mobilized: the quality and socio-political and cultural commitment of everyone who makes the school, accessibility for the disabled in relation to physical space, the removal of architectural barriers, specialized teaching materials and diversified methodologies, and the guarantee of access and permanence for people with disabilities based on the aegis of the Brazilian Inclusion Law/2015.

It is important to remember the relevance of establishing partnerships and inter-institutional cooperation, and also the training of professionals, who in this perspective constitute agents of inclusion and make us reflect on these issues, which imply a qualified and competent training. This condition is already a first step towards building a school that deals with diversity, where the purpose of education is the formation of human beings.

Some points begin our discussion: how to develop a training process that recognizes education as a space for human development? What measures to overcome barriers at school provide opportunities for the implementation of a democratic and inclusive professional practice? Which elements of influence of the formative models would favor the continuous formation as an individual search carried out in the collective? How can Health help Education in the construction of new ethical, social and pedagogical teaching attitudes?

We believe that this joint and (inter)complementary action between Health and Education enables the processes of social, cultural and digital inclusion. Interdisciplinary activities focusing on minimizing marginalization in the computerized society also point to the training of professionals with new meanings, new social demands. It seems to us, and society has been showing us, the need for the emergence of new knowledge for educational practice. In this sense, by mobilizing this knowledge, Education, the school and those who collaborate with them will be able to work in favor of inclusion and diversity, implementing public policies for less exclusionary educational practices, recognizing differences without diminishing them and overcoming the prejudices, understanding and recognizing the other, sharing and welcoming without any form of discrimination.

The professionals who deal with this very special clientele, elements of this study's discussion, learn together to value sociocultural and racial identities; to face the challenges of bringing together and mediating teaching and learning actions for all.

An important highlight in the training process of these professionals, in particular, should be the maintenance of an integrated focus of investigation and research with immediate articulation, theory-practice in actions in the context of the classroom, at school and/or in non-formal spaces of education.

It would be up to the training agencies to reinforce spaces in the curricula of courses to encourage study and research, through activities planned with students, providing opportunities for classroom experience and affirmative actions of inclusion and respect for diversity in the communities involved.

A question arises at the heart of our study: how does one train a professional within a social dynamic that we know is driven by economic, social and political factors and whose goal is human development? It is our interest to analyze the formation of the human as one of the fundamental aspects of education and diversity, based on the study of the training processes of professionals who work in the school and based on the observation of the various directions of the inclusive training and professional trajectory.

It seems to us that the clearer the vision, the more defined the understanding of the professional spaces they may occupy, the more there is a need to know the Codes of Ethics, especially when explaining the area of study and the various spaces of activity in the context of Health and Education. It is important for Education and Health professionals to understand the human learning process; the normal and pathological conditions of learning, the family context, the school, in addition to transiting in the formal and non-formal spaces where schooling can take place: such elements constitute the specific procedures that can be analyzed and discussed as learning phenomena; so, in the light of these elements and considering the psychosocial-educational and physical development of children and adolescents, these professionals can, without a doubt, minimize learning problems, so common in our schools nowadays.

In the training processes of professionals who deal with human development, we verified the existence of several intervening factors, among them, the influence of different training models, the difficulties of the labor markets, professional (de)valuation and other topics such as gender and social class. Such questions have influenced, since then, the paths of a more tolerant and inclusive education.

All human beings construct knowledge in different ways and for different reasons. The daily experiences, created by individuals, constitute spaces for acquiring knowledge. In this perspective, the teaching profession has specific knowledge, which is used and passed on in the act of teaching and learning, from one generation to another, of transmitting the knowledge produced in different manifestations and forms of expression.

We believe that to recognize in students the knowledge they bring already built in different spaces and in their daily relationships, is to notice the learning and social experiences, and to stimulate the transformation of this knowledge into knowledge, respecting the levels of schooling. This recognition also involves considering the acquisitions and skills that students already have, as well as the relationships between education professionals, learners and apprentices who live in non-formal spaces of education and schooling. In this sense, the interdisciplinary and (inter)complementary work of professionals, advising and guiding a collective work, is fundamental for optimizing educational activities.

The professionalization of professionals to work in the area of Education and Health is an easy-to-discursive theme, since it is currently being incorporated into training discourses, but difficult to operationalize, especially at the time of training (RODRIGUES, 2003).

What should be modified or reorganized in the training of professionals in order to achieve an approach to professionalization that is capable of working with diversity with tolerance and respect for differences?

There are countless factors to be mobilized, controlled, defined, but one of them stands out, the fragmented view of psychopedagogical theories that prevent professionals from safely arguing and explaining their pedagogical actions.

Professionalization is difficult, complex. It should be pursued through attitudes that value research in the training process, sharing results and studies and research, which consolidate a model, a path of professionalization that is expected to be obtained, a professionalization able to prepare the professional to live and work with diversity in the different social spaces, which equips the professional to exercise a responsible and inclusive professional practice.

The recognition of democratic and inclusive work is re-dimensioned in institutional partnerships that point to the construction of a distinct professional status, which is built in the individual and in the social, which are articulated and complement each other, especially when we think of integrative and interdisciplinary activities between the school and the community.

The construction of a new ethical, pedagogical attitude, the choice to be a professional with professional doings, sayings, contradictions and commitments and a greater mobilization of critical thinking, give signals to the opportunities to reflect on practices, what they do and why they do educational work within a given social reality. Saviani (2003, p. 21) says: if to form humans, a deep knowledge of human reality is necessary and if human reality is essentially historical, then the educator needs to know history and diversity.

Hence, we think that the emphasis on the understanding and acceptance of the different socio-historical and economic contexts of the students and their families can mean the first initiatives for the recognition of differences and diversity. On the other hand, the development and cultivation of feelings of responsibility and belonging materialize the need to train professionals from a human perspective.

Boff (1996, p. 33, our translation) inspires us when, in his articles, he says that

[...] caring is more than an act; it is an attitude... it encompasses more than a moment of attention [...] it represents occupation, concern, responsibility and affective involvement with the other [...].

Through the practices of everyday life, we realize that from the observation of the various directions and spaces of the trajectory of inclusive professionals, these theoretical-methodological paths and the professional postures assumed are influenced by various training models, professional (de)valuation, among others, and that such questions have determined, since then, the paths of professionalization, especially in a more critical perspective. Therefore, it is these thoughtful and contextualized questions that constitute today the north of our searches.

Socio-educational inclusion, which expresses plurality and diversity, within the scope of the school, goes through several segments, among them, digital inclusion, which aims to prevent people and countries from being left out of the computerized society. As an example, the UN starts demanding that countries open their economic activities to technology. This means considering cyberspace as a global communication network. In this sense, virtual spaces shorten the distances of lack of knowledge and misinformation.

Situations such as the use of electronic cards, robots, household appliances, photocopiers, fax machines, cell phones, TVs, DVDs, iPods, tablets and computers represent the capture and presentation of information that social subjects need to master. Thus, with the aim of inserting students in the computerized society, it is up to the school to pass on to its students all the computer functions, which, for Vigotski (2000, p. 46), consist of: capture,

digitization, memory, treatment and presentation. These are functions that, in the general perspective of a technological education, will provide the opportunity to include students and the school in the virtual world. Therefore, professional training in the knowledge society implies a relationship between training processes and the new meanings brought to society by computerization and new technologies.

The information society, also called the knowledge society, uses an intense computer and telecommunications network, which makes knowledge available more efficiently, ignoring geographic boundaries or spatial limits, making education more than a teaching and learning process. The professional, as a mediator of technological information, needs to develop his own skills to deal with the advancement of technologies.

The use of TVs, videoconferences, overhead projector, lives, Google Meet and research through infovias provides, in the training courses for these professionals, the learning of an investigative attitude, building, among students, profiles of researchers. Such didactic-pedagogical actions innovate educational contexts, renew old practices and allow more immediate access to information and the production and dissemination of knowledge.

We understand that computers and educational software have two faces in relation to the democratization of their use. Technology does not escape the good or evil historically perceived in social changes. However, the use of a simple computer at school becomes a factor of differences, highlighting social inequalities and educational actions, within a perspective of progress and overcoming.

The challenges of this technological era for schools and their professionals are numerous. This pandemic period, especially 2020 and 2021, demonstrated how far the school was from technologies; online classes were learned to be elaborated in the process, as well as software and remote classes. On the other hand, we think that it is necessary to review the contents of training courses for professionals who deal with the formation of the Other. The training of teachers who work in schools, and those who advise them, needs to undergo changes that imply the training of the man himself. Freire (1997), in *Pedagogy of Autonomy*, presents what he considers to be the necessary knowledge for educational practice. Such knowledge, which brings together aspects of teaching as a specificity of human activity, requires rigor, method, respect, criticality, ethics, joy, hope and availability for dialogue; such questions represent a pedagogical practice responsible for the formation of a professional committed to the change that education is capable of promoting.

Freire (1997) already reflected on the need for education and awareness of human, as a social subject, inserted in a reality that he should understand and transform.

It is up to the school and those who work in it to play this transforming role, avoiding a banking practice and assuming a pedagogical and social practice that is supported by a pedagogy of hope, which liberates and makes one think.

The professional in the light of Freire's ideas is another, he is the one who understands the importance of the act of reading, as a reading of life as a practice of freedom of thought that frees from oppression, revealing the understanding of the world, of things and of people, without fear and with the boldness that education inspires. Thus, education is change, it is living and learning every day, through culture and education actions that can be developed in the village school, in the school of life.

An inclusive school, from the perspective of diversity, starts with reviewing and installing the roles of this new or renewed professional, who must be accompanied and advised, developing the role of facilitator and mediator of learning and development of students in integrative educational actions.

Challenges, difficulties and perspectives of a democratic and inclusive education from the perspective of diversity

The terms inclusion, exclusion and diversity express an educational approach that has been proving to be beneficial for those who should be considered citizens accepted as equals, and also beneficial for those considered normal, who manage to exercise the structuring of their personalities, living with the differences.

In the 20th century, the processes of rehabilitation, socialization and integration of excluded minorities in the regular education network were guided by the concept of normalization. This expression was used to identify needs for specific attention, with different resources: materials, removal of architectural barriers, adaptation of public buildings and buildings, teacher training, (re) elaboration of evaluation processes, adaptation of curricula to new methodologies.

Inclusive education, from the 1990s, by the UN General Assembly, under the motto “Society for All”, influenced Brazil in the creation of the educational proposal of the ten-year education plan. This proposal aims at the educational and social inclusion of marginalized and

minority groups such as: street children, afro-descendants, the disabled, gypsies, indigenous peoples and all who suffer similar exclusions in educational processes.

At the UN Assembly in Thailand (UNICEF, 1990) and at the UN Assembly in Spain (UNESCO, 1994), where 155 governments were present, including Brazil, the Declaration of Salamanca emerged – a document that expresses the insertion and pedagogical vision of the human development, respecting different rhythms and forms of learning acquisition.

The inclusive proposal represents a public policy in the area of research and work and educational practices with activities that need to leave the discourse, break with the paternalistic character that has always involved education for all. The inclusion of excluded people at all levels of education assumes a flag, above all, humanist and democratic.

The practice of understanding and accepting differences and respecting deficiencies depends a lot on awareness, sensitivity, respect, knowledge of development processes, acceptance, and much less on legislation. We believe it means a built attitude, an individual, social and collective engagement to overcome prejudices.

We understand education and diversity as starting points to constitute a dynamic process with many faces, developed through social and pedagogical work where the attitude of acceptance of differences goes beyond the simple placement of students with some type of disability in the classroom or establish quotas for the inclusion of social minorities in universities.

The principles of diversity and inclusion can be understood as celebrating differences, leadership, the right to belong, valuing human diversity, solidarity, the importance of minorities, citizenship and, finally, quality of life, standard of excellence in educational results, collaboration and cooperation with support strategies with new roles and responsibilities, involving everyone who makes up the school and community partners in educational processes.

We understand, then, that the role of the professional integrated with the Education and Health Sciences, in an inclusive perspective, contributes to the improvement of the teaching-learning processes and is of fundamental importance in the quality of the personal and social relationships that are established at school.

The interdisciplinary professional, who combines Education and Health and the inclusive proposal: how to deal with differences?

An educational action guided by diversity recognizes pedagogical practice and knowledge, assuming, exploring and stimulating the potentialities of the school universe. It values socio-cultural and ethnic identity, meets the challenges of bringing together different students, becoming that mediator that guarantees teaching and learning spaces for all.

One of the most significant aspects of this inclusive school is the education and training of its teachers, so that these teachers are given practical educational and pedagogical conditions to work with their students with full participation in the classroom.

Through the following aspects, certainly, the school will demonstrate a possible inclusion, as expected by parents and society: information and reflection on educational needs; integrated activities guided by a professional who invests in inclusive processes; reformulation of curricula; and articulation of contents, avoiding theoretical fragmentation out of context of practice.

In view of the discussions presented so far, it is worth asking: what is inclusion? We understand that, first of all, it is attitude; therefore, it cannot be imposed. It is built from the internalization of acceptance, collaborative action and coexistence with differences, with the diversity of human beings. It is our ability to understand and recognize the other, sharing and welcoming all people without exception. Inclusion respecting diversity, for the inclusion of minorities: street children, people of African descent, homosexuals, people with disabilities, gypsies, indigenous people, the elderly, women, in short, those who represent a group considered vulnerable, victims of oppression or discrimination on any grounds.

The school must be a reflection of the life of society and, as such, must live the experience of living with differences. A professional engaged in the struggle for Human Rights, concerned with human development, from the perspective of inclusion, acceptance and recognition of diversity, needs to be trained, but does not need to be a specialist in a particular disability.

The school fulfills its role by providing adequate pedagogical support to the teacher, with sign interpreters, Braille translators and by building professional and institutional partnerships, which can be very productive for students and their teachers.

Inclusion, which had achieved space with the Salamanca declaration in 1998, gained even more prominence with the Guatemalan convention, in 2004, whose document formulated

there advocated the prohibition of any type of discrimination, exclusion or restrictions based on people's disabilities.

The 2015 Statute for Persons with Disabilities, which brings with it the Brazilian Law of Inclusion – 13.146/2015, brings, in all its articles, grounds for the documents arising from these institutional laws, which increasingly concretize and indicate the spaces of inclusion, from the humanization of the streets, cities, to inclusion in school and in the labor market (BRASIL, 2015).

That said, the school needs to start serving that student who is not ideal. Students and teachers cannot be hostages of a poorly organized, incoherent pedagogical curriculum that does not make room for children's talent, relegating to exclusion and failure those individuals who do not keep up with the pace of the class.

The figure of the democratic and inclusive professional comes to be understood as that active professional, who coordinates the optimizing educational activities, when combined with the knowledge provided by health and the educational sciences, which bring as an immediate consequence the success of the student's academic performance, especially those who have some learning difficulty, facilitating their insertion in the community in which they live.

Learning difficulties are daily experienced issues in schools, arousing the interest of educators and drawing attention to a large number of children who attend school and are betrayed by their difficulties in adapting, in methodology or inharmonious development.

For many years these children were misdiagnosed, mistreated or ignored. Many are black or come from the most economically compromised social strata, labeled as slow, lazy, even disabled: these adjectives hide an inefficient or disinterested teaching practice and a school that does not meet the needs of students or even demonstrates a lack of knowledge of those who work in the school on the issue.

Many teachers still ignore that children, adolescents and adults may have a learning problem of an organic, psychological or social/cultural nature.

Thus, the presence of a different professional, articulated and committed to issues of inclusion in the school, in these contexts of discrimination and prejudice, allows the teacher to broaden his reflection on what is happening to his student, how and why he has difficulties to learn.

If we admit that the basis for learning are individual needs and that the driving force of human conduct are the motives, aspirations, desires and interests that are organized in learning, we are accepting the idea that learned knowledge comes from a diversity of needs that most

authors divide into: material, spiritual, biological and cultural. From such needs derive many others, which involve the various forms of organization of society, questions of culture and religion, the identities of social groups and, above all, the sense of class and race among individuals.

We can see that the learning process groups human needs into biological ones: sleep, comfort, food, defense, survival; and social: interaction, affection, approval, justice, ideals. As we noticed, when it comes to needs, we are all the same; we need, then, to recognize the differences within equality in the condition of human beings.

Sociocultural development leads human beings to other needs. Vigotski (2000, p. 85) says that “man's action arises in the process of cultural and historical development through an action directed towards the future”.

The way of teaching goes beyond the classroom; observation of students to verify their learning involves playing, listening, observing how they organize themselves in the world, things and people, demonstrating the importance of specialized work, which is evident in the process of observation, evaluation and intervention, to minimize difficulties from the students.

The teacher, the family, and the school involve sociocultural aspects that are important for learning. Teaching and learning are complex issues, require the participation of the family and school technicians and need a lot of reflection, in addition to being configured as a social and political commitment and, as previously stated, imply specific knowledge about the theories and processes of learning.

There are countless contributions from competent, collective and specialized work in the sense of structuring the construction or reconstruction of students' learning, compensating or minimizing limitations, helping students to solve or live with their difficulties, reassessing or redirecting their needs.

With multidimensional objectives, this professional adopts integrated approaches of scientific investigation and experiences of integrative practices in his activities, working on preventive aspects and acting as a facilitating agent of cognitive processes, benefiting students, whatever their difficulties.

Final remarks

The guidelines for professional updating go through theory, practice and the pursuit of knowledge. In this perspective, we realize that research, as an academic and professional procedure, presents itself as a space in which theory and practice meet, resulting in knowledge produced from the findings of the data evaluated and analyzed in the methodological path of the research. Such findings suggest new directions, new alternatives for the problems studied, thus giving rise to a professional with broader knowledge, with a formation of more solid bases both from the scientific point of view and with a more humanist view of himself and the other.

We realize that it is necessary to observe the pedagogical proposal of the training courses as a discourse and as a practice, and to ask whether the developments of the courses meet the basic needs of the profession. Attention to research within the theoretical-methodological course of the courses strengthens the links with the training core and the professionalizing core, combining theory with practice.

The interrelation between formative, technical and professional teaching determines the priority of formative courses, taking into account ethics, scientific and intellectual rigor and a multi and interdisciplinary approach, especially in the areas of education and health.

Commitment to the competence of professional action implies knowledge of fundamental social issues, such as the elimination of poverty, preservation of cultural dialogue, clear awareness of the social relevance of their functions, wherever they perform them, applying the principles of human ethics in all its fields of action.

Promoting and developing research in professionals' practices are necessary steps in the training and professional trajectory, given their relevance for the development of studies, objectives and opportunities that guarantee a continuous process in search of access to cultural goods, health and education as constitutionally guaranteed rights for all.

Throughout the study, we realized that research as an instrument for the search and production of knowledge favors the recognition of teaching and learning in different contexts. The dissemination of worldwide research results creates opportunities to reduce the distance between countries considered developed and those considered as emerging or less developed, within the scope of knowledge production.

Cooperative actions and integrated groups of researchers are a reality. Integrated and interconnected, through networks, Internet sites, chatting via e-mail, navigating spaces in the world of technology, virtually or not, researchers from all over the world today dialogue,

develop collaborative actions, and the positive results of research are socialized, continued, with international cooperation aimed at improving the quality of life of peoples.

It is now part of the plans of the United Nations Organization, the World Health Organization and the International Education Forum, to update reports on the situation of knowledge related to these areas, in relation to higher education, in all regions of the world, promoting projects innovative training and research, aimed at valuing civic education and sustainable development for peace, intensifying even institutional efforts for research, academic freedom and the exercise of social responsibility.

The psychic world of human beings is closely linked to the context in which it is inserted and the way in which it lives throughout its history. Faced with this, it is worth remembering that Vigotski (2000) already highlighted in his studies the importance of considering, in the learning processes, the origin and socio-cultural contexts of students. In this sense, we discuss the importance of studying conceptions and visions of knowledge, whose objective is to capture how interactions occur in a school social context and the meanings, mediated by psychopedagogical procedures, capable of perceiving and acting as facilitators of the analysis of human differences as a configuration of a psychopedagogical, political and socio-historical intervention.

The studies, research and practical and theoretical-methodological applications of psychopedagogical contributions offer a space for discussion on a range of ideas hitherto established about learning, about parental participation, about the involvement of the school team and psychopedagogical assistance, thus consolidating the collective work of professionals within the school environment.

We evidenced throughout the study that for a long time any person different from those considered normal – people with autistic spectrum; those considered hyperactive; people with disabilities; those with learning difficulties – had access to education denied, and these are often considered incapable of assimilating knowledge.

However, it is known, to summarize, that in recent years, discussions on inclusion and on the psychopedagogical processes that allow these people's access to education have deepened, through the elaboration of inclusive action policies, the use of alternative methodologies and mobilizing inter and multidisciplinary supports and measures, in the social and professional context, which stimulate the integral development of the Human.

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CRediT Author Statement

Acknowledgments: Not applicable.

Financing: Not applicable.

Conflicts of interest: There are no conflicts of interest.

Ethical approval: Not applicable.

Availability of data and material: Materials and data are available in the references.

Author Contributions: The authors participated equally in the design of the study, conducting the literature review, and writing the text.

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

