

**TEACHER TRAINING AND SERVING THE SPECIAL EDUCATION TARGET
DEMOGRAPHIC: CHALLENGES AND WEAKNESSES**

**FORMAÇÃO DE PROFESSORES E O ATENDIMENTO AO PÚBLICO-ALVO DA
EDUCAÇÃO ESPECIAL: DESAFIOS E FRAGILIDADES**

**FORMACIÓN DOCENTE Y ASISTENCIA AL PÚBLICO OBJETIVO DE LA
EDUCACIÓN ESPECIAL: DESAFÍOS Y DEBILIDADES**

Ana Cristina Prado de OLIVEIRA¹
Maria Alice M. RAMOS²
Luciana ANGRIZANI³

ABSTRACT: This study was carried out from an exploratory survey - analyzing curricular matrices and subjects' syllabuses related to Special Education and/or Inclusive Education, Brazilian Sign Language (Libras) and internships in Special Education and/or Inclusive Education from High Education Programs at the State of Rio de Janeiro - and from the experience reports of a Special Education teacher. We sought to understand how initial training, at a higher level, has prepared future basic education teachers to work with students with disabilities. Understanding school attendance in regular classes as a guaranteed right of this public meeting their specific needs, the preparation of professionals who will receive them in public schools deserves attention. Through the experiences presented, we reflect and make recommendations on the teacher training process and the challenges faced by these professionals to provide educational assistance to the target audience of Special Education. The results point to a still deficient training of future teachers in this area, even though they are already acting, during graduation, as mediators of these students in basic education.

KEYWORDS: Special Education. Teacher training. Inclusion.

RESUMO: O trabalho em questão foi desenvolvido a partir de um levantamento de natureza exploratória, em que foram analisadas matrizes curriculares e ementas de disciplinas relativas à Educação Especial e/ou Educação Inclusiva, Língua Brasileira de Sinais (Libras) e estágios em Educação Especial e/ou Educação Inclusiva de IES do Estado do Rio de Janeiro e dos relatos de experiência de uma professora de Educação Especial. Buscou-se compreender como a formação inicial, em nível superior, tem preparado os futuros professores da Educação Básica para atuar com alunos com deficiência. Entendendo o atendimento escolar em classes regulares como um direito desse público, atendendo às suas necessidades específicas, a preparação dos profissionais que irão recebê-los na escola

¹ Federal University of the State of Rio de Janeiro (UNIRIO), Rio de Janeiro – RJ – Brazil. Adjunct Professor in the Department of Fundamentals of Education and Graduate Program in Education. Doctorate in Education (PUC-Rio). ORCID: <https://orcid.org/0000-0002-0367-6669>. E-mail: ana.oliveira@unirio.br

² Federal University of the State of Rio de Janeiro (UNIRIO), Rio de Janeiro – RJ – Brazil. Adjunct Professor at the Department of Fundamentals of Education. Doctorate in Education (UFF). ORCID: <https://orcid.org/0000-0002-7467-3190>. E-mail: mariaalice.ramos@unirio.br

³ Universidade Federal do Estado do Rio de Janeiro (UNIRIO), Rio de Janeiro – RJ – Brasil. Undergraduation in Pedagogy. ORCID: <https://orcid.org/0000-0002-4697-6020>. E-mail: lucianaangrizani@yahoo.com.br

pública merece atenção. Através das vivências apresentadas, refletimos e fazemos apontamentos quanto ao processo formativo docente e os desafios encontrados por esses profissionais para realizar o atendimento educacional do público-alvo da Educação Especial. Os resultados apontam para uma formação ainda deficitária dos futuros professores nesta área, ainda que já estejam atuando durante a graduação como mediadores destes alunos na Educação Básica.

PALAVRAS-CHAVE: Educação Especial. Formação de professores. Inclusão.

RESUMEN: *El trabajo en cuestión se desarrolló a partir de una encuesta de carácter exploratorio - donde matrices curriculares y programas de estudio relacionadas con Educación Especial y / o Educación Inclusiva, Lengua de Signos Brasileña (Libras) y prácticas en Educación Especial y / o Educación Inclusiva de IES en el Estado de Río de Janeiro - y los relatos de experiencia de un maestro de Educación Especial. Buscamos comprender cómo la formación inicial, a un nivel superior, ha preparado a los futuros profesores de educación básica para trabajar con estudiantes con discapacidad. Entendiendo la asistencia escolar a clases regulares como un derecho de este público, atendiendo a sus necesidades específicas, merece atención la preparación de los profesionales que los recibirán en las escuelas públicas. A través de las experiencias presentadas, reflexionamos y hacemos recomendaciones sobre el proceso de formación docente y los desafíos que enfrentan estos profesionales para brindar asistencia educativa al público objetivo de Educación Especial. Los resultados apuntan a una formación aún deficiente de los futuros docentes en esta área, aunque ya estén actuando durante la graduación como mediadores de estos estudiantes en la educación básica.*

PALABRASCLAVE: Educación Especial. Formación de profesores. Inclusión.

Introduction

Over the past few years, much progress has been made in the national legislations that seek to guarantee people with disabilities the right to a quality school education in regular classes. The changes in perspective regarding this schooling process - integration and inclusion - implied/imply sharp changes not only in our educational systems, but also in the formulation of educational public policies to ensure the implementation of Special Education from the Inclusive Perspective.

To implement quality Inclusive Education, according to Glat and Fernandes (2005), it is necessary to redefine the educational model so that the political-pedagogical project, the curriculum, the qualification and training of teachers, managers, and other professionals in the institutions, the accessibility regarding the structure of the institution, and the pedagogical practices, include the educational needs of all students. Thus, as Mantoan (2015, p. 53, our translation) also points out, "[...] the school needs to reorganize itself, as well as the initial and

continuing education courses for teachers, so that their teaching practices contemplate the differences".

The Law No. 13.146, of July 6, 2015, known as the Brazilian Law of Inclusion of the Person with Disabilities, in Chapter IV, Right to Education, Article 28, highlights in three sections the need for the improvement of educational systems in order to ensure the access, permanence, learning and participation, triggering elements that enable individualized and collective practices, in spaces of power to education, in the search for the academic and social development of students with disabilities (BRASIL, 2015b).

Therefore, we understand that the courses of Pedagogy have a fundamental role for the development of these practices, since it will be from the skills developed throughout this formative process that teachers will appropriate the public educational policies and implement them with the target audience of Special Education. Thus, we propose to understand how Pedagogy courses have trained future Basic Education professionals to work with students with disabilities in an inclusive perspective. To do so, we conducted a survey and analysis of the menus of compulsory courses related to Special Education and/or Inclusive Education, Brazilian Sign Language (Libras) and Internships in Special Education and/or Inclusive Education. Furthermore, through the experience report of a teacher who has been responsible for the discipline of Special Education in undergraduate courses for the past ten years, we sought to deepen the discussion by considering the challenges and expectations experienced in the training of pedagogues who, many times, already worked in Basic Education as mediators of students with disabilities.

Before presenting the results of this research, it is important to highlight the legal guidelines that guide the organization and operation of pedagogy courses.

Currently, teacher training courses must follow the National Curriculum Guidelines for the Initial and Continuing Education in Higher Education of Teaching Professionals for Basic Education, established by Resolution CNE/CP No. 2 of July 1, 2015. The document defines

[...]principles, fundaments, formative dynamics and procedures to be observed in the policies, in the management and in the programs and courses of formation, as well as in the planning, evaluation and regulation processes of the educational institutions that offer them (BRAZIL, 2015a, p. 2, our translation).

Regarding structure and curriculum, §2º of Article 13, points out that it is the responsibility of the courses of initial teacher training for Basic Education at a higher level

[...] ensure in the curricula specific contents of the respective area of knowledge or interdisciplinary, its foundations and methodologies, as well as contents related to the foundations of education, training in the area of public policies and educational management, its foundations and methodologies, human rights, ethnic-racial, gender, sexual, religious, and generational diversities, *Brazilian Sign Language (Libras)*, *special education*, and educational rights of adolescents and youths in compliance with socio-educational measures (BRAZIL, 2015a, p.11, our emphasis, our translation).

Recently instituted, but still being implemented, the Resolution CNE/CP No. 2, of December 20, 2019, establishes the National Curricular Guidelines for the Initial Training of Teachers for Basic Education and institutes the Common National Base for the Initial Training of Basic Education Teachers (BNC-Training). The Resolution brings, in an annex, notes about "the general teaching competencies, as well as the specific competencies and the skills corresponding to them"(BRASIL, 2019, p. 2, our translation), thus structuring the BNC-Training. Still, with regard to the necessary competencies for educators, there are no specific guidelines regarding the skills to be developed by these professionals to work, under an inclusive perspective, with the target audience of Special Education. However, still with regard to the generic competencies, the BNC-Training provides

To exercise empathy, dialogue, conflict resolution, and cooperation, making oneself respected and promoting respect for others and human rights, welcoming and valuing the diversity of individuals and social groups, their knowledge, identities, cultures, and potentials, without prejudice of any kind, to promote a collaborative environment in learning environments (BRAZIL, 2019, p. 13, our translation).

Regarding the guidelines for the organization of the workload of undergraduate courses, the document includes the topic of Special Education in Group 1 (common core), which should begin in the first year of the course. In addition to preparing teachers for the competencies and skills provided for in the BNCC-Basic Education, this stage of the initial training course must address topics related to the foundations and legal frameworks of education, such as: V - legal frameworks, knowledge and basic concepts of Special Education, proposals and projects for the care of students with disabilities and special needs; so that the learning environment can reflect these values (BRASIL, 2019, p. 7, our translation).

It should be noted that this document is still being implemented by Higher Education Institutions (IES), since the deadline set by CNE for curricular adjustments in undergraduate courses was extended. Thus, the matrices of the Pedagogy courses analyzed in this research are still being guided by Resolution CNE/CP no. 2, of July 1, 2015. We emphasize, however, that there is no definition in the current guiding document for Pedagogy courses about the

quantity or periodicity of the presence of content or curricular subjects aimed at preparing future teachers to work with students with disabilities. Thus, we have as hypothesis that there is a gap between the legislations that seek to ensure the right to schooling of this public in regular education classes and the guidelines for the training of teachers who will receive them. It is based on this hypothesis that we developed the study in question.

This article is organized in four sections after this introduction. In the first section we present the results of an exploratory survey carried out with the purpose of understanding how the special education educational policies of the last years have impacted the curricular guidelines of Pedagogy courses and how the initial formation, in higher education, has prepared the Basic Education teachers to work with students with disabilities in an inclusive perspective. The analysis of the curricular matrices of a sample of Pedagogy courses gives us some clues about this scenario. Then, the second and third sections deepen the discussion based on the analysis of the personal account of a teacher of the subject Special Education in undergraduate courses, one of the authors of this article, highlighting specificities of the subject and the challenges encountered by undergraduates who already worked as mediators of "included" students in public school. The final considerations about the study and questions for further research are presented in the fourth section of the article.

Initial teacher training for Basic Education and the inclusion of students with disabilities

The broader research that originated this study (PAIVA, 2021) included a survey of exploratory nature in which, through document analysis and literature review, legal documents were analyzed (laws, decrees and resolutions, international political and historical landmarks) and the theoretical frameworks that underpin the data presented in this article were established. Looking for clues to understand the space for the preparation of future teachers to receive students with disabilities in their regular classes, we chose to direct our attention to the curriculums of the Pedagogy courses, locus of initial formation of teachers who will work primarily in Early Childhood Education, in the initial years of Elementary School and in school management. The data collection procedure to define the sample of Pedagogy courses to have their curricula and menus analyzed for the purposes of this research was based on information from the Statistical Synopsis of the 2019 Higher Education Census. According to the Synopsis, in 2019, we had, in Brazil, 124,409 thousand students completing the Pedagogy course, in face-to-face and distance learning modality, being 17,761 in public HEIs and 106,648 thousand in private HEIs. Still, in treating about the quantitative of

concluded students in the course of Pedagogy, the State of the Rio de Janeiro, field of this research, in the in attendance modality and distance, registered a total of 5.832 thousand students concluding the course of Pedagogy, being 1.785 thousand in public IES and 4.047 in private IES. Still, in Brazil, the number of graduation courses in Pedagogy, in attendance modality, totaled 1.522 thousand. Of these, 146 were offered by Federal HEIs, 210 by State HEIs and only 39 in Municipal HEIs.

To delimit our sample through analysis, we established the following criteria based on the database of the Statistical Synopsis of the Higher Education Census2019: Universities of the Federal, State, Municipal and private networks located in the State of Rio de Janeiro, with the largest number of students concluding in the in-class modality of education; and our sample would comprise ten Pedagogy courses, five from the public network and five from the private network⁴.

Thus, the five public universities that met our criteria were: I) Federal University of Rio de Janeiro (UFRJ); II) Fluminense Federal University (UFF); III) University of the State of Rio de Janeiro (UERJ); IV) Federal Rural University of Rio de Janeiro (UFRRJ) and V) Federal University of the State of Rio de Janeiro (UNIRIO).

The five Universities in the private network that met our criteria were: I) Estácio de Sá University (UNESA); II) University of Grande Rio Professor José de Souza Herdy (UNIGRANRIO); III) Veiga de Almeida University (UVA); IV) Castelo Branco University (UCB) and, finally; V) Catholic University of Petrópolis (UCP).

In order to understand the impact of special education legislation on the curricular guidelines of Pedagogy courses and how the initial training, at a higher level, has prepared Basic Education teachers to work with students with disabilities in an inclusive perspective, the following steps of the research consisted of: I) the search for the curricular matrices and menus of the subjects of the Pedagogy courses on the official websites of the HEIs that make up our sample; II) in the survey of compulsory subjects related to Special and/or Inclusive Education, Brazilian Sign Language (Libras) and Internships in Special Education in the curricular matrices of the Pedagogy courses offered in the institutions mentioned above; and III) in the analysis of the syllabus of these subjects in order to understand whether the training process of these educators meets the demands provided for in the legislation for the inclusion of students with disabilities.

⁴For more details about the definition of these criteria, see Paiva (2021).

At this stage of the survey, we verified that, despite having subjects related to Special Education and/or Inclusive Education, Brazilian Sign Language (Libras) and Internships in Special Education in their curricular matrices, the five Pedagogy courses of the HEIs of the private networks do not bring in their curriculum matrices data that we consider relevant for our research. In addition, in addition to the insufficiency of these data, the official websites of the HEIs in question do not present one of the main points of analysis of our research: the menus of the disciplines offered by the courses.

Table 1 – Survey of courses related to Special and/or Inclusive Education, Libras and Internship in Special and/or Inclusive Education - Private HEIs

Private Higher Education Institutions	Campus	Name of Subject	Period	Theory workload	Practical workload	Internship workload	Total workload
UCB	Realengo	Inclusive and special education	7°	N/A	N/A	N/A	N/A
		Supervised curricular internship - youth and adult education and special education	7°	N/A	N/A	N/A	N/A
		Brazilian sign language - libras	8°	N/A	N/A	N/A	N/A
UCP	Petrópolis	Brazilian Sign Language	2°	N/A	N/A	N/A	72h
		Special Education	7°	N/A	N/A	N/A	72h
UNESA	N/C	School Mediation*	N/A	N/A	N/A	N/A	N/A
		Special Education	N/A	N/A	N/A	N/A	N/A
		Topics in Libras - Deafness and Inclusion	N/A	N/A	N/A	N/A	N/A
UNIGRANRIO	Duque de Caxias	Special education	7°	60h	0	0	60h
		Libras	8°	40h	0	0	40h
UVA	Tijuca, Botafogo e Cabo Frio	Special Education and Human Rights	1°	N/A	N/A	N/A	N/A
		Inclusion and Brazilian Sign Language	7°	N/A	N/A	N/A	N/A

Source: Research data. Prepared by the authors, based on data from the official sites of the HEIs

* Due to the absence of a syllabus, there is no way to ratify that this subject is, in fact, referring to the teaching-learning process where there is a mediation of knowledge between educators and students.

Thus, it was necessary to redefine our analysis group, excluding the Private HEIs due to insufficient data. Thus, our final sample was composed of the following HEIs:

Table 2 – Subjects related to Special and/or Inclusive Education, Libras and Internship in Special and/or Inclusive Education - Public HEI

Public Higher Education Institutions	Campus	Quantity of Compulsory Subjects related to Special Education and/or Inclusive Education	Quantity of Mandatory Subjects related to the Brazilian Sign Language (Libras)	Amount of Mandatory Internships related to Special Education and/or Inclusive Education
UERJ	Baixada Fluminense	1	0	0
	Maracanã	2	1	0
	São Gonçalo	1	0	0
UFF	Angra dos Reis	1	1	1
	Niterói	1	1	4
	Santo Antônio de Pádua	1	1	0
UFRJ	Praia Vermelha	1	1	0
UFRRJ	Nova Iguaçu	2	1	1
	Seropédica	1	1	0
UNIRIO	Praia Vermelha	1	1	0

Source: Research data. Prepared by the authors, based on data from the official websites of the HEIs

Next, having surveyed the curricular matrices, we proceeded to the analysis of the menus of the courses of Pedagogy of the Rio de Janeiro State University (UERJ) - Baixada Fluminense, Maracanã and São Gonçalo campuses, Fluminense Federal University (UFF) - Angra dos Reis, Niterói and Santo Antônio Pádua campuses, Federal University of Rio de Janeiro (UFRJ) - Praia Vermelha campus, Rural Federal University of Rio de Janeiro (UFRRJ) - Nova Iguaçu campus, Federal University of Rio de Janeiro (UFRJ) - Praia Vermelha campus, Rural Federal University of Rio de Janeiro (UFRRJ) - Nova Iguaçu and Seropédica campuses, and, finally, the Federal University of the State of Rio de Janeiro (UNIRIO) - Praia Vermelha campus.

From this survey, 12 courses related to Special Education and/or Inclusive Education were identified, eight courses related to the Brazilian Sign Language (Libras) and six courses related to Internships in Special Education and/or Inclusive Education.

Of the 12 subjects focused on Special Education and/or Inclusive Education, only two did not have the program of the subject registered on the HEI's website, which were "Inclusive Education" (UFF/Santo Antônio de Pádua) and "Theoretical and Methodological Foundations of Special Education" (UFRRJ/Seropédica). It was observed that most courses are offered with a total workload of 60 hours, but there are also those that are offered with a total workload greater than 60 hours, as is the case of the course "Inclusive Education" (UERJ/ Baixada Fluminense), and with a total workload less than 60 hours, as is the case of

the courses "Inclusive Education Practice and Human Rights" (UFRRJ/ Nova Iguaçu) and "Theoretical and Methodological Foundations of Special Education" (UFRRJ/Seropédica).

Furthermore, four of these courses have a practical workload, as follows: "Inclusive Education" (UERJ/Baixada Fluminense), "Special and Inclusive Education I" (UFF/Angra dos Reis), "Special Education I" (UFF/Niterói) and "Theoretical and Methodological Foundations of Special Education" (UFRRJ/Seropédica). It is worth mentioning that the courses at UERJ/ Maracanã and UFRRJ/ Nova Iguaçu have more than one subject on the theme.

Table 3 – Survey of compulsory courses related to Special Education and/or Inclusive Education

Public Higher Education Institutions	Campus	Subject	Period	Theory workload	Practical workload	Internship workload	Total workload
UERJ	Baixada Fluminense	Inclusive Education	7°	60h	30h	0	90h
	Maracanã	Current Issues in Special Education	3°	60h	0	0	60h
		Inclusive Education and Daily School Life	5°	60h	0	0	60h
	São Gonçalo	Special Education for Pedagogy Students	4°	N/A	N/A	N/A	60h
UFF	Angra dos Reis	Special and Inclusive Education I	5°	45h	15h	0	60h
	Niterói	Special Education I	5°	40h	20h	0	60h
	Santo Antônio de Pádua	Inclusive Education	5°	60h	0	0	60h
UFRJ	Praia Vermelha	Foundations of Special Education	4°	60h	0	0	60h
UFRRJ	Nova Iguaçu	Inclusive Education Practice and Human Rights	3°	30h	0	0	30h
		Special Education	7°	60h	0	0	60h
	Seropédica	Theoretical and Methodological Foundations of Special Education	3°	15h	30h	0	45h
UNIRIO	Praia Vermelha	Special Education	4°	60h	0	0	60h

Source: Research data. Prepared by the authors, based on data from the official websites of the HEIs

Analyzing the menus of the courses in Table 3, it is evident that most aim to develop skills about the history of Special Education and Inclusive Education, Special Education public policies and legal documents, about the teaching and learning process and the educational needs of the target audience of Special Education and teacher training to work under an inclusive perspective. There are also, in certain subjects, notes on pedagogical interventions, on the political pedagogical project, on the curriculum, on school mediation, on the role of the family in the development of people with disabilities, on inter and multidisciplinary teamwork, and on the challenges in social and school inclusion. It is worth mentioning that the subjects with practical workload do not present in their menus how they are executed and, furthermore, some menus have obsolete terms such as "bearer of special educational needs" and "deviations from normality".

The courses "Inclusive Education" (UERJ/ Baixada Fluminense) and "Inclusive Education and Human Rights Practices" (UFRRJ/Nova Iguaçu) portray Inclusive Education from a human rights perspective, thinking about training and educational practices for diversity. Unlike the proposal of the course offered by UFRRJ/Seropédica, which covers human diversity and, among them, approaches the educational process of people with disabilities, the course "Inclusive Education" (UERJ/ Baixada Fluminense) focuses on ethno-racial relationships.

In turn, all eight disciplines focused on the Brazilian Sign Language (Libras) had menus on the websites of the HEIs. However, it is noteworthy that UERJ/ Baixada Fluminense and UERJ/ São Gonçalo do not present in their curricula any mandatory discipline that would attend the theme. When we carried out the survey, it became evident that five of these courses have a total workload of 30 hours and the other three have a total workload of 60 hours. Among these, two have a practical workload, they are: "LIBRAS" (UFF/Angra dos Reis) and "Educ and Communication II (Libras)" (UFRJ/ Praia Vermelha). Moreover, the courses are mostly offered from the 6th period on.

Table 4 – Survey of compulsory courses related to Brazilian Sign Language (Libras)

Public Higher Education Institutions	Campus	Subject	Period	Theory workload	Practical workload	Internship workload	Total workload
UERJ	Baixada Fluminense	N/A	N/A	N/A	N/A	N/A	N/A
	Maracanã	Inclusive Education and Brazilian Sign Language	1º	30h	0	0	30h
	São Gonçalo	N/A	N/A	N/A	N/A	N/A	N/A
UFF	Angra dos Reis	LIBRAS	3º	30h	30h	0	60h
	Niterói	Libras I	6º	30h	0	0	30h
	Santo Antônio de Pádua	LIBRAS I	7º	30h	0	0	30h
UFRJ	Praia Vermelha	Education and Communication II (Libras)	9º	30h	30h	0	60h
UFRRJ	Nova Iguaçu	Brazilian Sign Language	7º	30h	0	0	30h
	Seropédica	Brazilian Sign Language	8º	30h	0	0	30h
UNIRIO	Praia Vermelha	Brazilian Sign Language	9º	60h	0	0	60h

Source: Research data. Prepared by the authors, based on data from the official websites of the HEIs

When we analyze the menus of the subjects related to the Brazilian Sign Language (Libras), most propose to develop skills on Libras and its linguistic peculiarities, the history of deaf schooling, culture and the deaf community. There are also, by some disciplines, notes on public policies for Special Education, curriculum adaptations, teacher training for inclusive education, bilingual education and assistive technologies.

Although the survey through the curricula showed us only two subjects with practical workloads, all subjects in Table 6 have the practical teaching of Libras, some of them present the basics and others make a deepening on some aspects of grammar and vocabulary of the Brazilian Sign Language. The proposal of the discipline "Brazilian Sign Language" offered by UNIRIO, draws our attention because, of all the disciplines presented is the only one that proposes the experience of Libras from the interaction with a deaf teacher.

Finally, we still have few compulsory courses focused on internships in Special Education and/or Inclusive Education. Despite § 3 of Article 13 of the National Curriculum Guidelines for initial training in higher education states that

[...]an effective and concomitant relation between theory and practice must be guaranteed throughout the process, both providing the basic elements for

the development of the knowledge and skills necessary for teaching (BRAZIL, 2015a, p. 11, our translation).

Of the courses analyzed, only one has a specific internship, which is the case of the subject "Supervised Internship in Inclusive Education and Human Rights", offered by UFRRJ/ Nova Iguaçu. This course has a total workload of 80 hours, but its curriculum matrix does not specify whether the course has a theoretical and/or practical workload, nor does it determine the workload of the internship. Moreover, its menu is very superficial, requesting only the completion of the internship in the area of Inclusive Education with human rights as a guideline.

The subjects of Pedagogical Research and Practice I, II, III and IV at UFF/Niterói, bring Inclusive Education as one of the transversal themes to the practice. The subject Pedagogical Research and Practice I, offered by UFF/Angra dos Reis, proposes a dialogue between the subjects "Early Childhood Education" and "Special and Inclusive Education" in order to base the practices of the students in their internship experiences.

Table 5 – Survey of compulsory courses related to Internships in Special Education and/or Inclusive Education

Public Higher Education Institutions	Campus	Subject	Período	Theory workload	Practical workload	Internship workload	Total workload
UERJ	Baixada Fluminense	N/A	N/A	N/A	N/A	N/A	N/A
	Maracanã	N/A	N/A	N/A	N/A	N/A	N/A
	São Gonçalo	N/A	N/A	N/A	N/A	N/A	N/A
UFF	Angra dos Reis	Research and Pedagogical Practice I - Pedagogy	5°	30h	0	100h	130h
	Niterói	Research and Pedagogical Practice I - Pedagogy	2°	30h	30h	100h	160h
		Research and Pedagogical Practice II - Pedagogy	4°	30h	30h	100h	160h
		Research and Pedagogical Practice III - Pedagogy	6°	30h	30h	100h	160h
		Research and Pedagogical Practice IV - Pedagogy	8°	30h	30h	100h	160h
		Santo	N/A	N/A	N/A	N/A	N/A

	Antônio de Pádua						
UFRJ	Praia Vermelha	N/A	N/A	N/A	N/A	N/A	N/A
UFRRJ	Nova Iguaçu	Supervised Internship in Inclusive Education and Human Rights	3°	N/A	N/A	N/A	80h
	Seropédica	N/A	N/A	N/A	N/A	N/A	N/A
UNIRIO	Praia Vermelha	N/A	N/A	N/A	N/A	N/A	N/A

Source: Research data. Prepared by the authors, based on data from the official websites of the HEIs

Initial Teacher Education: Experiences and reflections

As we have seen in the data presented, regarding the offer of the Special Education subject, despite legal compliance, the number of hours does not include the need for the construction of plural teaching knowledge - curricular, pedagogical, disciplinary and experiential knowledge about the diversity of possible services - so necessary for you to develop a professional identity. The knowledge provided by the training institution should enable the Pedagogy professional to become capable of promoting learning situations for all students who arrive at the school. It is possible to observe that there are also few courses that offer the mandatory internship within the proposal of an inclusive school.

In order to better understand this training context, we present in this section our analysis based on the experience report of a teacher of the Special Education discipline offered to Pedagogy students and other degrees at one of the Universities in our sample.

The experiences of university students in this context, with regard to the proposal to include students who are the target audience of Special Education, usually come from a non-mandatory internship in municipal and private schools as “mediators” or “support agents”. In these school spaces, offered by the Municipal Department of Education of Rio de Janeiro, they are hired only because they are students from one of the partner universities, without further guidance or planning, they receive a student to “include” them in the class. It is worth mentioning that the graduating student may be in his first semester of the course, and no prior knowledge about the student to be accompanied is requested or presented. The impact generated by this situation shakes and scares the teacher in training. The reactions that arise are as diverse as the number of participants in these stages. The observation made from the reports of these undergraduates leads us to divide them into two groups: the first, in which the students involved will take all the anxiety and concern generated by the experience of

mediation to Special Education classes, and the second, when students do not get guidance for their practices and end up dropping out of the internship or taking a very averse view of inclusion to the school.

Starting from the discussions generated in the classroom, with the doubts of these undergraduates both about how to work with this “included” student, as well as about the inclusive practices observed in schools, our proposal is to reflect on the barriers that arise in the school in the face of the expected educational service. For this audience, also reinforcing the surveys highlighted in research, studies and undergraduate students' experiences for the construction of end-of-course works - Final Papers, Monographs - on the same topic. In this context, four themes are recurrent in the classroom and in final course work: the beginning of the service; specialized educational planning: adapted space and materials; teacher training and the role of the mediator.

The reality brought by students and research

It is known that, even though they have been included in the school by the requirement of an educational policy since 2008, students with special educational needs are not part of the Political Project of Schools, they are included in differentiated services from the Department of Education that, in most municipalities, are linked to a specific coordinator, which already limits the autonomy of school management. This is the explanation found to justify the start of Specialized Educational Service (SES), most of the time, after more than a month of the beginning of regular classes. The experiences brought by the undergraduates show that this delay is a recurrent practice in most schools, whether for assistance in the resource room or for the student who needs to have a mediator.

Here, we will stick to the reports brought by the undergraduate mediators, according to which, when they arrive at the schools, the students start to receive “individualized” care in the absolute sense of the word, since the student is “delivered” to the mediator as a personal property. . Over all these years, no licentiate who studied the Special Education subject, or built his monograph based on his role in mediation, reported having received a plan or guidance along with the student about the possibilities of developing inclusive practices. When the student had the report confirming the Autism Spectrum Disorder (ASD), for example, the mediator received the guidance that he could leave the room with the student "whenever the student needs", usually, to go to the patio, or walk through open spaces, and

when possible, return to the room. It is thus noted that these mediators did not have an initial training at the University of origin or training in the context of mediation.

Having the support of a mediator or extra-class assistance for students from the Special Education target audience is undoubtedly very important. However, this cannot be offered as a “one size fits all strategy” as Mendes, Vilaronga and Zerbato (2018, p. 17). For the authors, this type of service reinforces the idea that the problem belongs to the subject, since the planning does not start from an observation of the student's baggage, but from a vision crystallized by common sense about the incapacities generated by the presented disability.

Another point highlighted by the undergraduate-mediators in their reports is that, most of the time, they are not aware of the Individualized Educational Planning (IEP), neither by the common class teacher, nor by the specialist teacher of the multifunctional resource room, when it is the case. In this way, the undergraduate-mediators, on their own, try to make an individualized educational planning with the possibilities presented by the student in the initial meetings. In the Special Education class, students present difficulties in interacting with the student attended in various aspects - communication, attention, learning level, interests - and with the readings, research and experiences of other students, it is possible to help in the construction of practices that ensure student learning. The same strategy is used in the preparation of adapted material: the mediator presents what is being proposed to the whole class and, with the observations brought about the student served, we seek to guide the adaptation of the teaching material.

Another point discussed in the classes is the care of students with ASD who, because they cannot stay in a noisy environment for a long time, leave the room is recurrent, but what to do outside the room is not planned. A music degree student had the idea of taking his student to an empty room and doing the exercises with the flute there, which was not accepted by him when everyone in the class was using the flute. The experience worked, and the student started taking flute lessons in his moment of “self-regulation”.

Despite the need for specific training to act as a SES teacher, as stated in the National Policy on Special Education from the Perspective of Inclusive Education (BRAZIL, 2008), the reality presented by some teachers is insecurity about their skills. The initial training of these teachers did not include inclusive practices and, therefore, they lack a more detailed orientation both about the student and the strategies that should be offered. training offered by the responsible body is reduced to a meeting at the beginning of the internship, with

administrative guidance, and a future appointment for other workshops, which normally do not happen.

Given this reality, it is possible to understand why the inclusion proposal is considered, for many of these undergraduates, a “facade” to say that no one is excluded from school anymore. This situation - of fragility in initial and continuing education - ends up excluding even more the target public student of Special Education, at the same time that it leaves doubts, to the future teacher, of the possibility of a true inclusion.

Final remarks

This article, the result of a broader research, came from a study on the planning and design of public educational policies aimed at Special Education from an inclusive perspective in Brazil (PAIVA, 2021; SOUZA, 2021). The study on the mobilization to ensure both the right to education and the inclusion of students with disabilities in regular education networks led us to reflect on the preparation of teachers responsible for this service.

Understanding Basic Education teachers as an important part in ensuring this right, we proposed an analysis on the impact of the Special Education legislations in the curricular guidelines of Pedagogy courses and how the initial training, in higher education, has prepared these professionals to work with students targeted by Special Education in an inclusive perspective - either in the classroom or in school management.

For the analysis of the teacher education courses, responsible for training professionals who will work in basic education, with emphasis on Special Education in an inclusive perspective, a survey of the curricula of the Pedagogy courses of a sample of HEIs in the state of Rio de Janeiro was carried out. In the analysis of the matrices, we sought to identify the presence of disciplines related to Special Education and/or Inclusive Education, Brazilian Sign Language (Libras), and Internships in Special Education. Once the presence, quantity and periodicity of the courses had been identified, an analysis was made based on their menus.

The current curricular guidelines that guide the Pedagogy courses include Special Education and the Brazilian Sign Language as topics to be considered in teacher education. The curricula of the courses analyzed in this study, in their majority, were reformulated including subjects that proposed the theoretical foundation of both themes. Moreover, they demonstrate through their menus that they aim to develop knowledge about public educational policies and legislation on Special Education, to reflect on pedagogical practices

and/or the process of teaching and learning of students targeted for Special Education, and to think about teacher training under this inclusive perspective.

However, even though we recognize the progress in the proposition of courses about Special Education and the Brazilian Sign Language, we believe that this availability may still be insufficient. The experience report presented here sheds light on this insufficiency, highlighting that the absence of a more solid education in this area ends up being reflected in a possible weak or inadequate service to this public.

It is worth noting that reflecting and/or establishing a pedagogical practice for this student without establishing any relationship with the classroom experience reinforces a training process based on stereotypes, thus contributing to the fact that teachers may reproduce and/or reinforce inequalities (PIRES, 2019). Moreover, the amount of skills to be developed in order to develop a teacher capable of dealing with diversity does not match the workload proposed by the courses.

We believe, therefore, that our Pedagogy courses, in order to provide a training that gives educators the security to adequately meet the needs of students with disabilities, need more subjects related to Special Education and to the Brazilian Sign Language. Mainly, it is necessary that such disciplines are in dialogue with the others, expanding the teacher's education and considering the learning of all students (in all its diversity and differences) a transversal goal of the course, in a proposal in which the theories are associated to practice.

This article aims to contribute to the studies focused on the initial formation, in higher education, and the qualification of Basic Education teachers to develop pedagogical practices that ensure the right to education and, consequently, the inclusion of students with disabilities in regular education networks.

The research was limited to the survey and analysis of the curricular matrices and menus of five public Universities in the State of Rio de Janeiro and to the experience report of a Special Education teacher. Although it does not allow the generalization of its findings, it opened up possibilities that, through new field research, we can deepen and better understand this formative process from other perspectives and expand it to other contexts in the future.

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