LUMEN ET VIRTUS

High school: Challenges and possibilities after the National Common Curriculum Base (BNCC)

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ABSTRACT

This article aims to describe and reflect on the changes that have been impacting Brazilian education, with a view to establishing confluences between global public policies and the new guidelines for Brazilian High School (EM), due to the new National Common Curriculum Base (BNCC), approved in 2018. To do so, we will start from the analysis of the main documents that support the educational reforms, especially the New High School, which were initiated in the middle of the Covid-19 pandemic. In this sense, this research is qualitative, whose approach is based on an exploratory case study, in which we carried out a survey of the changes that occurred in LDB 9394/96, with a view to encompassing the changes in High School, in line with the other federal regulations and the possible reasons that triggered these changes. Thus, for data analysis, we are based on content analysis, through a broad scan of the documents to be explored. The results showed that both the continuing education of teachers and the implementation of the new changes in the new High School are occurring in a light way. The problems in this implementation are the lack of teachers qualified for the deepening courses, as well as the continuing education of teachers being carried out without adequate planning, in view of these changes in the structure of basic education.

Keywords: New High School, National Common Curriculum Base, Teacher Training.

INTRODUCTION

Educational systems are governed in their essence by laws, ordinances and other regulations, which are influenced by various agreements, including international ones. An example is the World Conference on Education for All (EFA), promoted by the United Nations Educational, Scientific and

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Cultural Organization (UNESCO) in March 1990. Thus, Brazil, as one of UNESCO's founding partners, has, in its educational goals, priorities established in the EFA, such as, for example, free, compulsory and good quality primary education; education, learning and continuing training of young people and adults; equitable access to basic and continuing education for all adults; improvement of the quality of education, with measurable results of learning evolution, especially in literacy and mathematics, among others.

Regarding the EFA, Shiroma and Campos (1997) point out that the requirements established by the institution were presented as necessary for equitable development and, consequently, for the insertion of Latin American countries in the globalized economy. The increase in schooling, in this context, is an intrinsic condition for economic development, such as the adoption of new technologies. From this point of view, these educational policies governed by international agreements are implemented to (also) guarantee the power of the capital of large corporations and developed nations. International organizations, such as the International Monetary Fund (IMF), World Bank (IBRD), Inter-American Development Bank (IDB) and the United Nations Development Program (UNDP), have a fundamental role in monitoring the reforms of the national states of the peripheral countries (FRIGOTTO; CIAVATTA, 2003).

This aspect is corroborated by UNESCO's Global Monitoring Report, published in 2000 at the follow-up conference in Dakar, since its purpose is to inform and guide analyses to contribute to public policies for education. It is one of UNESCO's roles to monitor and implement these EFA policies. It is worth remembering that law no. 9394, the law of Guidelines and Bases for Brazilian National Education (LDB), approved in 1996, anchored in constitutional principles -, via article 205, which ensures education as a right of all and a duty of the State and the family, for the full development of the person, with a view to the exercise of citizenship and their qualification for work (BRASIL, 1988), also includes, in its original document, a clear incorporation of the precepts listed in the EFA.

The LDB (BRASIL, 1996) implemented the democratization of education in its quantitative sphere, which, unfortunately, was not accompanied by qualitative guarantees, especially in public schools. Gomes and Melo (2021) warn that the school system and, therefore, the school, especially high school (ME), does not guarantee the promotion of an ideal of equality and opportunity, so as to only reinforce the domination of the more socially affluent classes.

The problems of the Brazilian EM mostly occur due to the social conditions of the less favored classes, which require young people to work to supplement the family income. As a result, young people often abandon or lose interest in their studies, due to these social conditions. Thus, EM suffers from low rates in external evaluations. And, as mentioned above, one of the EFA's recommendations is the measurement of education levels.

These problems and the changes that have occurred in the world scenario with globalization, in which "a more sophisticated version of the education economy emerges in the wave of global rationalization" (SHIROMA; CAMPOS, 1997, p. 30), were configured to create a new public policy aimed at the Brazilian MS, to apparently attract young people in their learning and involve them in relation to their citizenship and the world of work.

By analyzing this conjuncture, we seek to answer the following research question: based on global public policies and the new guidelines for Brazilian High School (EM), in view of the National Common Curricular Base (BNCC) and the National Common Base for the Continuing Education of Basic Education Teachers, what are the challenges in the continuing education of teachers and difficulties faced in the educational sphere due to their implementation during the pandemic caused by the Coronavirus (Covid-19)?

METHODOLOGICAL PROCEDURES

Qualitative research, according to Lüdke and André (2013), focuses on analysis with a view to understanding the processes. In this sense, an exploratory approach, according to them, is essential for a more precise definition of the object under study. To this end, in the first section, we surveyed the changes that occurred in the LDB (BRASIL, 1996) to encompass the substantial changes in the EM, in line with the BNCC.

Meanwhile, in the second section, we will deal with the National Common Base for continuing education of teachers (BRASIL, 2020) and the challenges in the implementation of the New High School, and how the agreements agreed together helped in proposing changes in the Brazilian educational system. The objective of this analysis is to identify a variety of sources of information and data in official documents to support the answers to the research question (LÜDKE; ANDRÉ, 2013), which makes it possible to meet our proposal in relation to the understanding of how this whole context has reflections on the continuing education of teachers and on public policies aimed at this educational segment.

Thus, for data analysis we based ourselves on Bardin (2011), which enables a broad scan of the documents to be explored. According to the author, content analysis has three phases: (i) the pre-analysis constituted a first contact with official documents for the definition of the field of study; (ii) next, we have the exploration of the documents, which was configured in the reading and systematization of the information collected; (iii) in the third and last stage, we treated the results with critical, comparative and reflective analysis of the materials.

For the analysis, we carefully considered the steps, according to Bardin (2011), that were important for the development of the research and thus achieving the objectives. In this way, "the analysis can be carried out on a sample as long as the material lends itself to it. Sampling is said to be

rigorous if the sample is a representative part of the initial universe." (BARDIN, 2011, p. 123). From these methodological assumptions, we directed ourselves to the object of study.

THE NEW GUIDELINES FOR SECONDARY EDUCATION AND THE CHANGES IN THE LDB IN LINE WITH THE BNCC

Law 9.394 (BRASIL, 1996), of December 2, 1996, establishes the guidelines and bases for national education and, over the first two decades of 2000, has undergone significant and important changes, such as, for example, the educational rights of quilombola and indigenous peoples and the financial resources for basic education. Recently, we had the incorporation of Bilingual Education for the Deaf as an independent teaching modality, unlinked to special education. Thus, it is worth noting that all these changes are linked to those that occurred in the Federal Constitution of 1988. Silva (2011) points out that these changes were important, as fundamental rights, in some social segments, were guaranteed, configuring an important achievement for these groups.

Another aspect to be commented on the legislative changes with regard to the object of study is that, in the Federal Constitution of 1988, the Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals (Fundeb) was created, replacing the Fund for the Maintenance and Development of Elementary Education and the Valorization of Teaching (Fundef). In 2020, Fundeb was constituted as a permanent instrument for financing Brazilian public education, through Constitutional Amendment No. 108, of August 27, 2020.

Also according to Cury (2016), on November 11, 2009, the National Congress approved Constitutional Amendment 59 (BRASIL, 2009), with important changes in the educational sphere. Of a public and mandatory nature, education came into force as a subjective public right for the age group from 4 to 17 years old, as well as it becomes mandatory to attend to the student, in all stages of basic education, that is, it is from this that the EM becomes mandatory. Also, several programs are adopted with the objective of helping students with regard to didactic and school material, transportation, food and health care.

Thus, we can affirm that amendment 59 (BRASIL, 2009), by removing the word progressively from the original text, gives an appreciation to EM. However, EM in Brazilian public schools suffers from student dropout, in addition to low performance rates in external assessments, for example. It is essential to emphasize that the evaluations we are referring to refer to those that are applied mainly by the Brazilian state, such as the Basic Education Evaluation System (SAEB), which has its norms governed by the National Institute of Educational Studies and Research Anísio Teixeira (Inep), which, by way of illustration, inserted in the evaluation process at the national level, in 1995, the 3rd year of EM, in which the evaluation covered private and public schools with a focus on the final years of each cycle in Portuguese Language and Mathematics (BRASIL, 2020a).

This system has undergone several modifications, such as, for example, in the years 1999 and 2000, in which the areas of the 3rd year of the EM were evaluated, in addition to the already usual Portuguese Language and Mathematics, the areas of Natural Sciences (Physics, Chemistry and Biology) and Human Sciences (History and Geography), with the peculiarity of being on a sample basis. Already, in 2017, the evaluation became a census for the 3rd grade of EM, open to the possibility of private schools offering the last grade of high school. In 2019, the SAEB began to adapt to the BNCC (BRASIL, 2018), with the transition to new reference matrices (BRASIL, 2020a).

Some theorists, such as Gonçalves, Guerra and Deitos (2020) argue that educational evaluation constitutes a ranking of results present in the discourse of international organizations such as UNESCO, implemented on a large scale from 1990 onwards. For the authors, these processes are the ones that influence and interfere in the application of resources for education and implicitly for the school. In fact, these evaluations served to mark the changes in the Brazilian MS, whose illiteracy rate of people aged 15 and over, by sex and age group, is around 6.6% of the population, according to data from the Continuous PNAD - Continuous National Household Sample Survey of the Brazilian Institute of Geography and Statistics (IBGE), of 2019. Thus, according to the IBGE, in the state of São Paulo, the schooling rate by age group (see figure 1), in 2019, has a decrease in the age group from 15 to 17, which is 89.2% compared to the age group from 6 to 14 years, which has a percentage of 99.7%, that is, it is close to 100%. This age group has not had major variations since 2016.

Figure 01 - Schooling rate by age group.



Source: https://painel.ibge.gov.br/pnadc/.

The IBGE points out, in its survey, that school dropout, in the first place, is linked to the need to work and, secondly, the lack of interest in continuing studies. And, although the schooling rate is

increasing in this age group from 15 to 17, the numbers are not favorable, as they indicate that a considerable portion of young people drop out of school.

It should also be noted that the evaluations are linked to the Basic Education Development Index (Ideb), created in 2007 by Inep, whose objective is to measure national learning and establish goals that aim to improve the quality of teaching, despite the criticism of many researchers, such as Libâneo (2017), Shiroma and Evangelista (2011), Frigotto and Ciavatta (2003) and Rosa and Santos (2015), who state that these evaluations only serve international interests, such as those of the World Bank and, consequently, only serve the interests of neoliberal policy. One of the reflections of this policy is the culpability of the teacher in considering him as the main responsible for the school failure of students (SHIROMA; EVANGELISTA, 2011).

Regarding the IDEB indices for High School in 2019, these were below the stipulated goals and, considering only public schools, the goal was 4.6 and the result achieved was 3.9. It is worth mentioning that the Ideb is calculated based on two data: the school performance rate (approval) and the average performance in the exams applied by Inep (BRASIL, 2021). Thus, with the growing lack of interest and abandonment of students, changes gained strength in the national scenario for the implementation of a new EM that would meet the new public policies that were gradually inserted in the 1988 Constitution and in the LDB (FERRETI; SILVA, 2017). Based on this scenario, the next steps were outlined for the EM and the BNCC (BRASIL, 2018) to be standardized. It is also worth noting that EM presents a complex conjuncture. In 2013, the General National Curriculum Guidelines for Basic Education (BRASIL, 2013) reinforce that High School aims at training for work and citizenship, based on scientific-technological knowledge, aesthetic, ethical and political principles that inspire the Federal Constitution and the LDB. Meanwhile, the purposes of EM, described in article 35 of the LDB (BRASIL, 1996), are oriented towards the deepening of the knowledge acquired in elementary school with a view to progression in studies, considering basic preparation for work and citizenship, human and ethical training for intellectual development and criticality and understanding of scientific and technological foundations (BRASIL, 1996). And, as a result of these precepts of EM, the identity of the school is defined based on four functions: the knowledge acquired throughout the school trajectory; preparation for work; intellectual autonomy to continue learning and ethical training; and, finally, the understanding of the relationship between theory and practice (BRASIL, 2013).

With the delimitation of the purposes proposed for the EM and the consequent approval of Law 13.415, of February 16, 2017, which in its article 36, states that the EM curriculum should be composed of a common part - the National Common Curricular Base - and a diversified part - the formative itineraries (BRASIL, 2017), one of the biggest changes in the Brazilian educational system is being made. To this end, concomitantly with the approval of the BNCC, Law 13415/2017

established a deadline for states to adapt to these changes, so that education systems should prepare a schedule for changes in the first school year after the publication of the BNCC, which took place in 2018.

In 2019, this schedule should already be prepared and, in 2020, the changes related to EM and the implementation of the Training Itineraries should already be included in the curricula, which did not occur. In 2022 alone, some Brazilian states were able to draw up their plans, and some of them were only in some schools as a testing laboratory.

The Training Itineraries, which are already included in Resolution No. 2, of January 30, 2012, of the National Council of Education, cover many aspects that, in the perspective adopted in this article, will deal with many problems for the construction of the Training Itineraries for the state networks due to the way it was elaborated within the resolutions, legislation and little debated by social institutions. By way of illustration, in its article 14, which provides for the curricular organization, it is stated the need to offer proper times and spaces for studies and activities that allow optional and diversified training itineraries (BRASIL, 2012).

Thus, when explaining the diversification of itineraries, it is affirmed that the simultaneity between the dimensions of work, science, technology and culture must be guaranteed, defined by the political-pedagogical project of the school to meet the needs, desires and aspirations of the subjects and the reality of the school and its environment (BRASIL, 2012). However, the withdrawal of funds from education and the precariousness of work, which also affects the teaching profession, among other problems, make it impossible to offer enough itineraries, in the same school unit, so that students can, in fact, make a choice. What remains for the students, in this scenario, is the choice of the training itinerary offered by the school.

In addition, a competency-based curriculum is added, which, for Lopes (2019, p. 69), such an organization submits "education to the instrumental record of know-how, aimed at a vague notion of citizenship and work", as there is a risk of impoverishment of the teaching processes and, consequently, of learning. In this aspect, the management and the school teaching staff are extremely important, and it is necessary to ensure that the training processes are qualitative. However, it is worth noting that this obligation is not only up to the school, since it is part of an educational ecosystem.

Meanwhile, in item XIII, of Resolution No. 2, of January 30, 2012, which deals with interdisciplinarity and contextualization, it is stated that both must guarantee the transversality of the knowledge of the different curricular components, to ensure the dialogicity between the knowledge in the different fields of knowledge (BRASIL, 2012). This item has its importance, due to its intimate relationship with the policy of continuing education of teachers, as it demands a change in the school paradigm that goes from a disciplinary logic to an exercise that must cover the areas of knowledge,

thus trying to break with the fragmentation of the contents in an interdisciplinary perspective that dialogues with the other components.

By proposing such substantial changes in the curricular organization, in which the disciplines are considered as divisions of knowledge, the need to regroup/organize them emerges. In addition to the temporal and spatial restructuring required of school institutions, the disciplines are also parts of the institutions that encompass social identifications, which means that this curricular change affects the identity of teachers (LOPES, 2019). In this sense, the continuing education of teachers is another aspect that requires attention in this process of restructuring the MS.

Having made these considerations about the changes in the EM, the second stage of the investigative process anchored in Bardin (2011) is carried out, with a view to exploring the documents and norms that configure the socio-historical path of the EM, through the thematic cut and the systematization of the information available in the documents.

THE NATIONAL COMMON BASE FOR CONTINUING EDUCATION OF TEACHERS AND THE CHALLENGES IN THE IMPLEMENTATION OF THE NEW SECONDARY EDUCATION

The process of implementing the new guidelines for MS should have taken place in 2020, however the advent of the Covid-19 pandemic caused major educational problems and exposed social differences, due to the lack of access to the internet and pedagogical support, especially for MS. In the years 2020 and 2021, with all this problem, dropout rates grew among the less favored classes. In view of this scenario, one of the problems that seems to us to be forgotten by government bodies is at the core of Brazilian education: the political conception, of an international nature, which permeates the initial and continuing training of teachers. Thus, in this section we will focus on some of these aspects that deal with the main educational reforms.

The educational reforms promoted by the Brazilian State have presented changes in teacher training. However, many models that emerge as novelties are only to mask bourgeois ideals, which aim at productivity, efficiency and, above all, cheap labor for the labor market (SILVA; SILVA; SANTOS, 2017).

Similar to public policies for secondary education for the construction of guidelines for the evaluation process, training policies are also influenced by the same entities mentioned above, such as UNESCO, the World Bank and other organizations (ROSA; SANTOS, 2015; PICCININI; TONÁCIO, 2017). As an example, the public policy for teacher training is based on the conceptions of the World Conference on Education for All (EFA), promoted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in March 1990. And Brazil, as one of the signatories, "was urged to develop actions to boost educational policies throughout the decade"

(SHIROMA et al., 2002, p. 57-58), provoking the implementation of concepts such as competencies, merit evaluation and excellence (SHIROMA; EVANGELISTA, 2011).

This movement took place because of the neoliberal policy that plagues education. And one of the ways to resist this avalanche has implications for the political and pedagogical training of teachers, since "it is not about parallel things, but rather about conceiving pedagogical-didactic work as the materialization of political education" (LIBÂNEO, 2017, p. 08). The pedagogical does not dissolve into the political, both form a unity, one is intertwined in the other, however, there is no miscegenation, educational policy is made in the realization of pedagogical practice (LIBÂNEO, 2017). This manner, pedagogy should in no way be excluded from the political-cultural and epistemological changes in the educational field. It is through the pedagogical that social practices are incorporated so that the development of the individual is possible, allying the cognitive and the ethical. We understand that it is the pedagogical practices that lead the individual to think of other forms or ideas of a new policy, which means that They form the subject with emphasis, so that, finally, there is a transformative education in our society. Nonetheless or The central problem for these processes to be achieved is in the policy implemented to meet neoliberal capitalism, so education becomes an important strategy aimed only at economic and ideological reproduction (TELLO, et al. 2019; LIBÂNEO, 2017).

The official documents that deal with teacher training, the National Curriculum Guidelines for the Training of Basic Education Teachers (BRASIL/CNE Par. nº. 09/2001; Res. nº. 01/2002), clearly present an initial training focused on competencies, in which all formative aspects are directed to ensure that these are the center of the entire process. Such a perspective comes from previous documents. Opinion no. 09/2001 which is the basis for Resolution No. 01/2002 (BRASIL, 2002), in its article 3, in which it deals with the guiding principles for the specific professional practice, considers, in its item I, competence as being the core for guidance (BRAZIL, 2001), in order to follow the same rhetoric in which the teacher's practice is restricted only to the construction of knowledge in spite of socio-emotional skills, with the contents being only the support for the competencies. Consequently, the question that what we do is: who determines the competencies and how should they be developed? The public policies governed by international bodies are what guide how future teachers will be, which, in general terms, encompass control over their professional practices. Thus, the professional profile of polyvalent, entrepreneurial, protagonist, innovative, grade 10 educators is born, in which educators do not fit. Admittedly, in order to impose market competitiveness, teachers end up being adjectives, for Libâneo (2017), this is a practice to deconstruct it and remove from it its main responsibility, which is to be responsible for enabling the critical and active appropriation of historical-social knowledge built by humanity.

As for continuing education, Resolution CNE/CP 1, of February 18, 2002, states that training agencies should plan the offer of continuing education, which provides opportunities for teachers to return (BRASIL, 2002). One of the obstacles to this type of system is that, for the most part, Brazilian teachers are trained by private institutions, which makes it difficult to return to training institutions, as stated in the resolution.

Meanwhile, Resolution No. 2, of July 1, 2015, defines the National Curriculum Guidelines for initial training at higher education (undergraduate courses, pedagogical training courses for graduates and second degree courses) and for continuing education (BRASIL, 2015). For Dourado (2015), the guidelines focus on the articulation between basic and higher education, by instituting a project for initial and continuing training of basic education teaching professionals, by training institutions, redimensioning the formative articulation from the teaching/learning processes, the organization and management of basic education.

However, we emphasize that the characteristics of a training focused on competencies and practice are maintained. Currently, Resolution CNE/CP No. 1, of October 27, 2020, which provides for the National Curriculum Guidelines for the Continuing Education of Basic Education Teachers and establishes the National Common Base for the Continuing Education of Basic Education Teachers (BNC-Continuing Education) (BRASIL, 2020b) is the most important document for the implementation of the new EM. This regulation was published in October 2020, during the Covid-19 pandemic. In this period, Brazil had around 5 million infected people and, until then, had a daily average of 23 thousand new cases; and schools were planning to return to face-to-face classes, since they were with classes in remote teaching.

The full return to face-to-face classes took place in mid-2021. During this period, some states began to implement the reform in EM and students chose the deepening courses that are part of the training itineraries, through virtual platforms. The problems of this lightening of the implementation are in the process of training teachers for the changes of the new EM: there was no continuing education program adequately planned for teachers to understand how these changes impact their pedagogical practices and how this new EM was built. And so, some Brazilian states were carrying out their action programs.

In this scenario, the BNC-Continuing Education places professionalization and the teacher as the transforming agent for the constitution of competencies and for qualification for work, as well as preaching collaborative work among peers in the same area of knowledge or who work with the same classes. These aspects aim at dialogue about practice. It is stated that this dialogue should be mediated by a senior professor. However, it is interesting that the BNC-Continuing Education does not consider the phases of the teaching career. Huberman (2013) states that, many times, teachers with more time in their careers provoke conservatism linked to an older age, in which teachers

complain about the evolution of students and educational policy. At the same time, the phases of serenity and conservatism lead to disinvestment, as he is at the end of his career.

Thus, when considering continuing education in service, based on the mediation of a senior professor, it is necessary to emphasize that many still have, in their training, the disciplinary logic and individual work established by socio-historical periods prior to the change in legislation. To this end, Lopes (2019) warns that it is necessary to consider the disciplinary trajectories, both in society and in teacher training, how the areas are organized, because when we refer to the proposal of the new EM, we may only have a false impression that we are solving disciplinary fragmentation. Thus, it is necessary to be careful not to produce insecurity or the feeling of failure among teachers.

For the author, it is necessary to value teachers as producers of curriculum policy and that they do so through disciplinary communities. These are some of the obstacles that the continuing education of teachers will have or had to face in the implementation of the new EM. Other authors, such as Shiroma and Evangelista (2011), bring other challenges regarding the teaching profession, such as low salaries, lack of career prospects and social recognition, that is, the devaluation of the career, leading to a shortage of people interested in teaching, as already mentioned from Tartuce et al (2018) and Oliveira; Adam; Amaral (2023).

For theorists, the departments of education place obstacles, such as economic and institutional aspects, of time and space, which end up limiting the chances of inspiring innovative models themselves. Thus, schools lack guidance on how to work with the diversified part, considering the need to understand the integration between the components of the area and the integration between the different areas, which can even make it impossible to offer itineraries for each school unit.

FINAL CONSIDERATIONS

With the new MS there was an increase in the workload in relation to the previous MS, as well as the discourse related to the student being a protagonist in their education, however, with the implementation of the training itineraries, not all schools will offer all the itineraries to students and they will not be able to choose their area of preference. We already have inequalities between students from public and private schools and, with the scarcity of offers for all itineraries at school, this inequality will worsen.

The training itineraries, with their deepening, need teachers with specific training in their respective areas of knowledge. However, there is a shortage of teachers with specific training in certain regions and schools, so with the deepening, the tendency is to increase the lack of specialized teachers. Without specific professors in the area, there will probably be no professors to teach the in-depth courses or those who are not specialized in the content may aggravate inequality and, consequently, reduce opportunities in the labor market for the student.

However, the teacher needs knowledge of the specific content and new methodologies to achieve interest and motivate students to learn and stay in school and face the new educational demands in the world of work (RIBEIRO DE OLIVEIRA; AMARAL, 2022). Thus, this is another point to be considered, with regard to the specific and continuing training of teachers, which should also not exempt the responsibility of universities for permanent and consistent training in teaching, research and extension (OLIVEIRA; AMARAL, 2020; OLIVE TREE; AMARAL, 2019).

Together with the implementation of the new EM the Covid-19 pandemic came and, with this situation, the flexibility of the teachers had to manifest itself and, from this, some facts became more evident, such as the lack of training, low salaries and dissatisfaction. In this sense, we can say that the pandemic situation has increased the demands of the teacher, such as the use of technological tools, increased workload, conflicts with students and their families, as well as the participation of parents or guardians in the students' studies. In addition to all the items mentioned above, we emphasize that there was a great loss in the education of indigenous people, quilombolas, and people with disabilities. Many students have not even had contact with The objects of knowledge of the components, Neither with their classmates and teachers. As a result, it was neglected so much the objects of knowledge, in the cognitive, as well as aspects such as socio-emotional and the development of a posture focused on citizenship. Consequently, to make up for these gaps, the teacher must receive adequate training to be prepared for the needs of the students.

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