

INCLUSIVE EDUCATION: A LITERATURE REVIEW

Elielson Martins da Silva¹
Marcílio Ferreira de Lima²

ABSTRACT: The discussion about the Pedagogical Political Project (PPP) gained greater relevance from the end of the twentieth century, especially in the 1990s, inserting itself in a new educational context marked by decentralization, participation of the school community and focus on improving learning results. This period consolidated the PPP as a strategic instrument of school management and to date it has been an instrument capable of guiding pedagogical and administrative decisions in a democratic way and contextualized to the needs of each institution. However, it is observed in pedagogical practices that the efforts of educators to conduct proposals that identify the school as a space for the exercise of citizenship, fulfilling its task of constructing/linking knowledge in a process of social equity, have not always been able to overcome the dichotomy between the political and pedagogical dimensions.

Keywords: PPP. Education. Project.

INTRODUCTION

1

The discussion about the Pedagogical Political Project (PPP) gained greater relevance from the end of the twentieth century, especially in the 1990s, inserting itself in a new educational context marked by decentralization, participation of the school community and focus on improving learning results. This period consolidated the PPP as a strategic instrument of school management and to date it has been an instrument capable of guiding pedagogical and administrative decisions in a democratic way and contextualized to the needs of each institution.

However, it is observed in pedagogical practices that the efforts of educators to conduct proposals that identify the school as a space for the exercise of citizenship, fulfilling its task of constructing linking knowledge in a process of social equity, have not always been able to overcome the dichotomy between the political and pedagogical dimensions. As Saviani states:

¹Pós graduação em Metodologia do ensino de matemática. (UNINTER - Centro Universitário Internacional).

²Licenciatura em Ciências Biológicas FAMASUL-Faculdade de Formação de Professores da Mata Sul -PE,Pós Ensino da Biologia FACUMINAS-Faculdade de Minas Pós Educação Especial/Educação Inclusiva/Altas Habilidades-FACUMINAS -Faculdade de Minas.

"The political function of education is fulfilled to the extent that it is carried out as a specifically pedagogical practice" (SAVIANI, 1993, p. 100).

From this perspective, this work has as its problem the following question: "Has the implementation and execution of the Pedagogical Political Project been developed effectively in the public schools of Recife-PE-PE-PE-

The choice of the theme is based both on the social relevance of democratic management, provided for in the Law of Guidelines and Bases of National Education (LDB nº 9.394/96) as a principle of national education, and on the professional experience of the author of this research, as a school manager, with more than 20 years of experience, marked by practices recognized at the municipal and state levels, aimed at promoting a participatory and inclusive school culture, through the implementation of a pedagogical, democratic and participatory political project.

Considering the relevance of the theme, this work aims to investigate, together with the members of a school community, how the Pedagogical Political Project has been developed and whether its execution has occurred effectively, contributing to the improvement of the teaching-learning process and the organization of the institution's pedagogical work.

To achieve this objective, some actions will be defined: to analyze the theoretical contributions about the implementation and execution of the Political-Pedagogical Project in schools; collect data from education professionals about its effectiveness; present proposals that favor the involvement of the school community in the development of actions; and to identify mechanisms for continuous evaluation of the Political-Pedagogical Project.

The main possibility for the construction of the Pedagogical Political Project is the relative autonomy of the school, its ability to delineate its own identity. This means rescuing the school as a public space, a place of debate, of dialogue, based on collective reflection.

The school's project depends on the boldness of its agents in each school to assume themselves as such. The Pedagogical Political Project is more than a document. It is the synthesis of a permanent process of discussion to collectively define the guidelines, priorities and goals of the school and, at the same time, outline the paths to achieve them.

In Roraima, despite numerous discussions about the importance of schools building their Pedagogical Political Project, as well as the support given by the Department of Education of the State of Roraima, offering training courses for their managers and educators for the

construction and elaboration of the PPP, not all schools have their work proposal, and most are still in the construction phase.

Identifying the context and institutional relations in which school practice is developed is a necessary competence for good management, I am referring to the previous diagnosis that a manager must have of the school community in which the school is inserted before setting goals for its management.

The bibliographic research of this work was based on authors such as Veiga (1996) who discusses the construction of the school's Pedagogical Political Project, as a possibility of improvement and transformation of teaching. Celso Vasconcellos (2005) who focuses on the construction of the P.P.P. Heloísa Luck (2006), who discusses a series of books focused on educational management, within various themes, democratic management. Helena Machado (2005) who deals with the profile of the manager and educational practices, as well as other authors, who will give theoretical support in the first chapter of this work and throughout the research to support the positions.

Thus, the first chapter will bring together themes aimed at shared management, as a way to obtain better results in the development of the school's pedagogical project, emphasizing the importance and conditions of the development of collective work, the meaning and use of school autonomy.

3

In the second chapter he will address the methodology applied in the development of this project and its results.

In the third chapter we will deal with institutional evaluation as one of the essential instruments for the school to fulfill its role in the direction of good educational results. And finally we will deal with an experience of a school that by building its P.P.P., achieved the improvement of the school, became a reference in school management.

Among the questions that we will discuss below is: What is the P.P.P that the school proposes? How does the school develop and evaluate it? All these issues are intertwined with school management, which in order to guarantee the quality of teaching, must be, above all, democratic. However, it is understood that democratic management is not limited only to the collective construction of the Pedagogical Political Project, but must continue in the systematic monitoring of the entire process, which must be analyzed and evaluated periodically based on the purposes of the school's function and its pedagogical political project.

JUSTIFICATION

Democratic management is one of the fundamental principles of national education, as established by the Law of Guidelines and Bases of National Education (LDB nº 9.394/96), with the Political-Pedagogical Project (PPP) being the main instrument of its materialization in the school context. The PPP guides the pedagogical, administrative and organizational actions of the school, expressing its identity, its objectives and the commitment to the integral education of students. In this sense, understanding how this document is conceived, developed and evaluated becomes essential to guarantee the quality of teaching in public schools.

Despite its legal and pedagogical relevance, it is observed that, in many institutions, the Political-Pedagogical Project still presents itself as a formal document, little appropriated by the school community and, sometimes, distant from the real needs of the subjects that make up the daily life of the school. This reality highlights the need for studies that investigate the PPP not only as an institutional text, but as a collective, dynamic and permanent process, directly related to democratic management practices.

From a scientific point of view, the research is justified by the contribution it can offer to the field of school management and educational policies, by analyzing the relationship between the Political-Pedagogical Project, the participation of the school community and the quality of teaching. By dialoguing with authors who discuss democratic management and PPP, the study will be able to broaden theoretical and empirical reflections on the challenges and potentialities of implementing this instrument in the daily life of public schools.

From the social and educational perspective, the investigation is relevant when considering that the strengthening of the Political-Pedagogical Project, built and evaluated in a democratic way, can favor pedagogical practices that are more coherent with the local reality, promote the participation of different segments of the school community and contribute to the improvement of educational processes. In this way, the study will be able to subsidize reflections and actions aimed at consolidating a more participatory, inclusive public school committed to the social quality of education.

Finally, the choice of the theme is also based on the professional trajectory of the researcher, who has been working for more than twenty years in school management, with experiences recognized at the municipal and state levels. This experience enables a critical and reflective look at the object of study, without losing sight of the scientific rigor required in

academic research, strengthening the articulation between theory and practice and contributing to the production of significant knowledge in the area of Education.

METHODOLOGY

This chapter describes how the process of construction and application of the Pedagogical Political Project occurs in 03 (three) state elementary and high schools in Recife-PE.

To achieve the proposed objectives, bibliographic research structures were used at first, emphasizing the reading on the theme of the effectiveness of the pedagogical political project. For Gil:

Bibliographic research consists of collecting information directly from the scientific literature, offering subsidies and information about the research carried out, which are found in a literature or reference book. The reference books are of the types of consultation and informative reference. The bibliographic research contributed to the researcher having a broad philosophical basis about the researched problem. (GIL, 2002, p. 50).

Another aspect, related to this work is the descriptive research, Gil states:

Descriptive research refers to explaining the phenomena or characteristics of the variables, aiming to understand what the most significant action is to structure the use and techniques used in data collection. (GIL, 2002, p. 57).

For the field research, the collection of data obtained through questionnaires was used.

According to Gil:

The field research aims to identify the factors that contribute to the occurrence of the phenomena. This type of research is widely used in the natural sciences in the sense of the experimental method. (GIL, 2002, p. 52).

The questions of the questionnaire will be based on the assumption that when we talk about a Political Pedagogical Project, it is understood as a written document that portrays the identity of the school. However, there is a difficulty in organizing this document in a systematic way. To arrive at a written document, a process is necessary that involves meetings, studies, discussions, with the entire school community, in order to define goals, objectives, conceptions, proposals for actions, among other aspects necessary for this document. Therefore, the questionnaire will be prepared in order to identify the applicability of the Pedagogical Political Project from its construction to its performance, as well as to identify how educational practices are conducted, and whether there is democratization and collective participation in the management of schools.

Through graphs, obtained through questionnaires, with ten questions with multiple choice questions and one open, the data collected during the research will be shown and

compared. They will be analyzed and interpreted in a quantitative and qualitative way, on the application of the Pedagogical Political Project of (03) three schools, large and medium-sized, of the state network of Recife-PE. The interviews and application of questionnaires will be carried out around 60% of the school community.

REFERENCES

GANDIN, Danilo. Themes for a Political-Pedagogical Project, Editora Vozes, 1999.

GIL, Antonio Carlos. How to develop research projects 3rd edition. São Paulo, Atlas, 1991/96/2002.

LUCY, Heloisa. Educational Management. A paradigmatic question. Petrópolis, RJ: Vozes, 2008

LUCY, Heloisa. Participatory Management at School. Petrópolis, RJ: Vozes, 2006

MACHADO, Antônio Berto. Reflections on the organization of the work process in the school. In: Educação em Revista nº 9. Belo Horizonte, jul. 1989, pp. 27-31.

SAVIANI, D. School and democracy. 27. ed. Campinas: Associated Authors, 1993.

VEIGA, I.P.A. Political-Pedagogical Project of the school. A possible construction. Campinas, SP: Papirus, 1995

VEIGA, Ilma P. A. (ed.). Political-pedagogical project of the school: a possible construction. Campinas: Papirus, 1996.