

## INCLUSION: CHALLENGES FOR EARLY CHILDHOOD EDUCATORS

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**ABSTRACT:** This article reflects on the difficulties faced by educators of early childhood education, facing the challenge of including children with special educational needs in the day care space. The Law of Guidelines and Bases of National Education nº 9.394/96 determines that people with special needs, including those with disabilities, are included in classrooms and regular schools, including in institutions of early childhood education. However, the implementation of the Law comes up against numerous difficulties, since inclusion demands broad processes of pedagogical organization (integrated planning, selection of methodologies that meet the different needs, material and pedagogical time, among others). In order to know how the laws work and in the lived reality, we will examine and reflect on the main existing laws and documents.

**Keywords:** Inclusion. Early childhood education. Public policies.

**RESUMO:** Este artigo discorre sobre as dificuldades enfrentadas pelos professores da educação infantil, diante do desafio de incluir crianças com necessidades educacionais especiais dentro da creche. A Lei de Diretrizes e Bases da Educação Nacional nº 9.394/96 estabelece que as pessoas com deficiência, inclusive as portadoras de deficiência, sejam incluídas nas salas de aula e nas escolas de ensino mesmo em instituições de ensino. No entanto, a implementação da lei esbarra em inúmeras dificuldades, pois exige a inclusão de processos amplos de organização pedagógica (planejamento integrado, seleção de métodos que atendam às diferentes necessidades, material e tempo de ensino, entre outros). Visando conhecer como funcionam as Leis e a realidade vivida, iremos analisar e refletir sobre as principais leis e documentos existentes.

**Palavras-chave:** Inclusão. Educação. Políticas Públicas.

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## I. INTRODUCTION

Valuing the peculiarities of each student, serving everyone, incorporating diversity without any kind of distinction, this is how inclusive education begins.

It is not just a matter of admitting the registration of these boys and girls, that this is nothing more than complying with the Law. What really counts is offering complementary services, adopting creative practices, thus adapting the pedagogical planning, reviewing postures; after all, it is in the formation of children that society's attitude will be further on. That is why it is important to have trained professionals willing to build inclusion.

In the case of early childhood education (...) it is worth deepening the studies related to the training of professionals who work with children from zero to six years old. This implies profoundly questioning the rationalist conception that historically permeates both educational practices and teacher training, as the production of human subjects has been a constant inculcation of the discipline of their own bodies (SAYÃO, 2002, p. 58).

From the above, this work aims to deepen the knowledge of the operation of laws and the reality of inclusion in early childhood education. To do so, we continued researching the main existing laws and documents that govern inclusion in early childhood education, reflecting throughout the article on how it is being carried out and inclusion in daycare centers today.

The methodology used is the analysis of documents so that we can understand the topic addressed. Thus naming the main Laws that regulate inclusion in early childhood education, with emphasis on day care centers. Making a parallel with the lived reality: Law 8.069/90: Statute of children and adolescents, Law 9.394/96: Law of guidelines and bases of national education; Law 10,172/01: National education plan. Documents (guiding, without the legal power of a Law): National policies on early childhood education: for the right of children aged 0 to 6 years to education; National curriculum framework for early childhood education: strategies and guidelines for the education of children with special educational needs.

## 2. THEORETICAL ASSUMPTIONS

Day care today, in addition to being a necessity, is a right of every child regardless of class, gender, color or sex, as stated in the Child and Adolescent Statute

(ECA/01) in Art. 54 § IV and together with the Law of Guidelines and Bases of National Education (LDBEN) nº 9.394/96 having as purpose the integral development of the child from zero to six years old in day care centers and preschools, comprise the physical, emotional, affective, cognitive and social, as it is the first stage of basic education and already proposing the inclusion of children with special educational needs in this context of regular education. There begins the political tricks by which the National Curricular References for Early Childhood Education (RCNEI) are formulated with aspects related to regulation and social control, thus decentralizing the financing of early childhood education, passing responsibility to the municipalities, which often fail to maintain day care centers and preschools, encouraging the communitization of care, when they do not close their doors. According to Arelaro (1999, p. 31), the

[...] service, being almost entirely municipal, has not been receiving resources proportional to those that were earmarked for this purpose, [...] the alternative that has been proposed by the federal and state governments to solve this problem is privatization or communitarianization of day care centers, where the interested population must seek alternatives to handle this service. The charging of monthly fees, the use of non-specialized professionals and inappropriate locations is already a scenario for many municipalities that, in the last pre-Fundef years, were proud of having managed to organize their day care centers assuming a socio-educational conception of quality.

Referring us to this issue of inclusive education and adding the difficulty in establishing a quality pedagogical action, consistent with the moment experienced by the child, the situation appears almost dramatic and deserves questioning. It is important to emphasize our attention to the treatment given to children with special educational needs in regular education, emphasizing the exclusionary logic that has prevailed in our regular education system.

From this point of view, early childhood education professionals have, in fact, few conditions to assume the inclusion of diversity in environments such as day care centers.

The opportunities for relationships offered at the day care center between educators and children and children among themselves, without family ties or kinship, differ from those received at home. The day care center understood as an

educational-professional institution becomes the first place where the child experiences situations of inclusion, from the assistance moments (food, hygiene, rest), to the games and pedagogical activities, the child will be participating in choices that include objects and/or people, our society revolves around these situations due to the choices we make based on what interests us and this is the case with children with special educational needs.

That is why a conscious pedagogical work becomes relevant, because our actions can leave feelings crystallized, because in the phase from zero to four and a half years old, the child's personality is being formed. There is a need for educators to constantly seek knowledge, in order to know how to recognize in small things, in small moments, a transforming action in practice, because we know that inclusion requires this transformed thinking.

Law 8.069/90 – Statute of children and adolescents in its Art.53 – Children and adolescents have the right to education, aiming at the full development of a person, preparation for the exercise of citizenship and qualification for work, assuring them if them:

§ I – Equal conditions for access and permanence in school.

Art. 54 – It is the duty of the State to ensure that children and adolescents: § IV – Day care and preschool care for children from zero to six years of age.

Law 9.394/06 - Law of guidelines and bases of national education in its chapter V of special education in its Art. 58 § 3 - The offer of special education, a constitutional duty of the State, begins in the age group from zero to six years old, during kindergarten.

What kind of equality is this that ECA demands, if many times there is not even the necessary material to carry out early stimulation? this was assigned to the municipalities that many of them do not have enough resources to maintain day care centers.

Law 10.172/01 – National Education Plan in its objectives and goals in item 1 – Organize in all municipalities and in partnership with the health and assistance areas, programs aimed at expanding the offer of early stimulation (appropriate educational interaction) for children with special educational needs, in specialized or regular institutions of early childhood education, especially nurseries.

In the RCNEI text in item 5.2.5- Human Resources: “as a preliminary step to analyze the functioning of this team, it is important to recognize its main characteristics. One of them refers to the flexibility of its organizational structure to adapt to different needs and existing *resources* in each location. [...] Special Education may have an itinerant team to provide technical and pedagogical assistance to early childhood education centers, when there are children with special educational needs. This team should preferably consist of:

- # Teacher, specialized in special education and/or early childhood education;
- # Psychologist, preferably specialized in school psychology applied to special education;
- # Speech therapist, with expertise or experience in caring for children with special educational needs;
- # Physiotherapist, with experience in habilitation or rehabilitation with children with physical, sensory or neuromotor disabilities;
- # Medical team composed of a pediatrician or neuropediatrician, ophthalmologist, otorhinolaryngologist, with experience in the diagnosis and treatment of children with special educational needs.

In the unavailability of having this ideal team in each municipality, it is suggested the organization of state or regional teams to act as itinerant consultants, thus providing support to the educational assistance of children with special educational needs attended in the early childhood education centers of their jurisdiction , mainly those attended at day care centers.

In the case of having a multidisciplinary team in day care centers to work on the stimuli that are of paramount importance to starting in early childhood education, both in the Law and in the RCNEI there are loopholes so that this does not materialize within the standards that should be. At most there is an itinerant teacher (often without experience with children with special educational needs) to provide early stimulation.

In the guidelines of the national policy on early childhood education – “the education of children with special educational needs must be carried out together with other children, ensuring them specialized educational assistance through evaluation and interaction with the family and the community.”

Finally, a paragraph that contemplates inclusion, but we know that there is a long way to go to reach this ideal of education for our children with special educational needs.

## FINAL CONSIDERATIONS

We can conclude that daycare professionals need to keep in mind that in this place they will always be dealing with issues involving separation, conquests and progressive autonomy. These issues revolve around inclusion and, consequently, exclusion, answers and recipes for inclusive work in day care do not exist, what needs to happen is effective group work with each member responsible for doing their part within this process.

It is in this dynamic of commitment that the paths of an inclusive pedagogy in day care emerge, which must be built by everyone in the institution and thereby promote quality early childhood education for all, aiming at the development of a committed and valued childhood in its moment, in its particularities.

In the investigated documents, we observed that there is a lot of arbitrariness, since they are subject to several deductions. However, special education is moving towards becoming a full and excellent education.

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