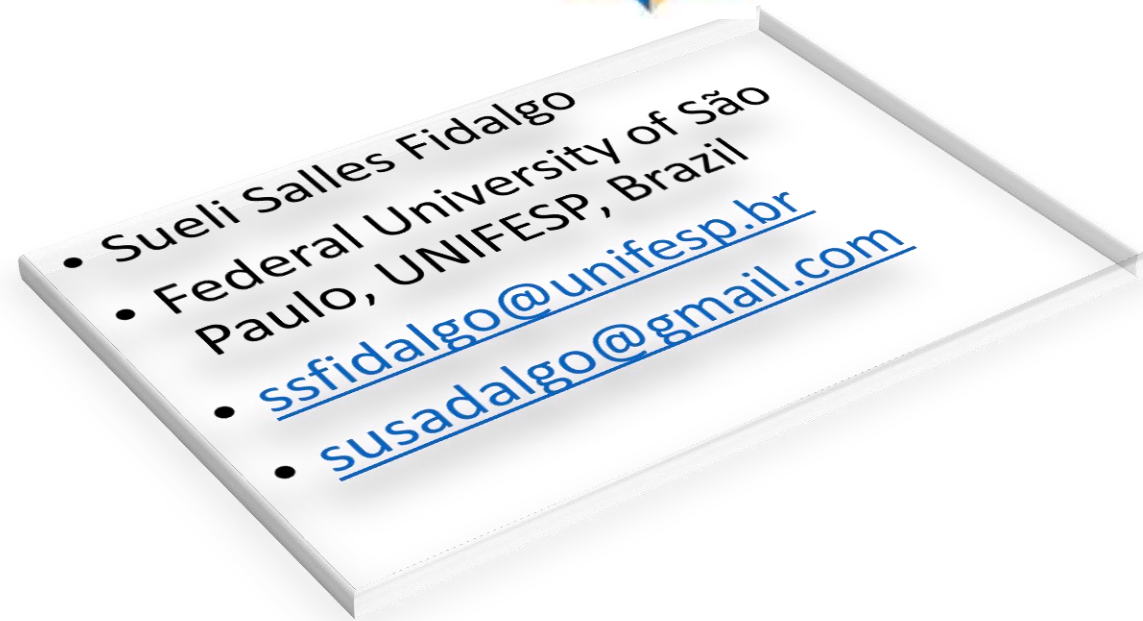




INTERNATIONAL SOCIETY FOR CULTURAL AND ACTIVITY RESEARCH  
MOSCOW STATE UNIVERSITY OF PSYCHOLOGY & EDUCATION  
ISCAR SUMMER UNIVERSITY



*Special on-line ISCAR Summer seminar  
for PhD students  
“Cultural-historical psychology today:  
research challenges & practical  
perspectives”*



# A Glimpse of Brazilian Inclusion through the Lens of Cultural-Historical Theory

## **Presentation componentes:**

- 1. Research and study groups**
- 2. Context (university, cities, social-political, health and educational)**
- 3. Actions taken by groups and theoretical-methodological backgrounds.**

# A Glimpse of Brazilian Inclusion through the Lens of Cultural-Historical Theory



UNIFESP:  
Inclusion & Accessibility  
Nucleus

PUC-SP and UNIFESP:

Linguistic Inclusion in Cenarios  
of Educational Activity



UNIFESP:  
Deaf Culture and Identity Research  
and Study Group

GEICS  
UNIFESP

UNIFESP:

Social-Educational Inclusion and  
Teacher Education



# Context: two cities and one University



Guarulhos

São Paulo suburbs (some rather poor in the Eastern and Northern regions)

Other smaller towns around Guarulhos

Outskirts of São Paulo (towards the West )  
Itapevi School in poor neighborhood of Itapevi, students work and study, but see no future for themselves. In the last two years, around 6 High School students attempted suicide

Outskirts of São Paulo (boundary in the North and the East of SP)

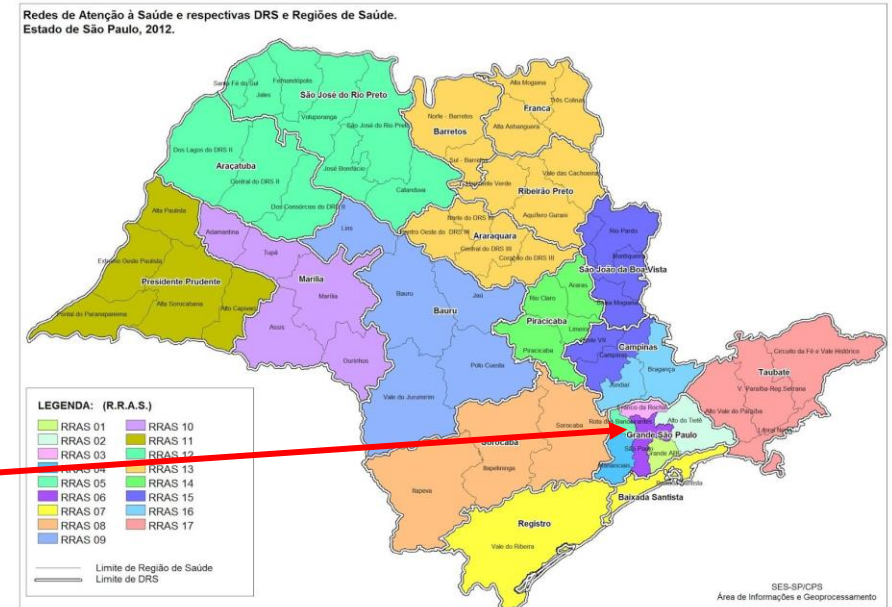
Poverty stricken: homeless settlements, houses built from cheap wood, “tin schools”, cases of fire, 30% of undergraduate students with no computer or internet services to work from home. University usually provides scholarship for food and housing (bolsa permanência), but the Federal Government has cut most of the money for this support. University redistributed the money received so as to maintain the support for as long as possible. In this period of pandemics, University sought contribution from large enterprises so as to provide financial support for internet services and distribute laptops for students in need so that classes can be delivered, investigations can be carried out.

# Larger Context: situating the work



São Paulo, a state in Brazil.  
Brazil 211,750 million  
inhabitants; state of SP,  
44,650 million (21%)

São Paulo, a city in the State  
of São Paulo + periphery =  
Greater São Paulo



Greater São Paulo (extended  
metropolitan área)- 36,316  
million people (81,3%)

Itapevi



Guarulhos

The City of São Paulo

# Social-Political Contexts



## A triste realidade da entrada do coronavírus nas favelas do Brasil

Medidas de isolamento social não são suficientes para enfrentamento da pandemia nas favelas e nos assentamentos informais

07 MAIO 2020

0 COMENTÁRI

Sad reality: Coronavirus enters Brazilian favelas

Social isolation measures are not enough to face the pandemics in favelas and informal settlements.

The geography of digital inequality blatantly shown by the pandemics



## A geografia da desigualdade digital escancarada pela pandemia

Para sair realmente do 'efeito bolha', é essencial que reconheçamos que as desigualdades do mundo off-line são reproduzidas no mundo on-line

15 MAIO 2020

0 COMENTÁRIOS

# Social-Political Contexts



## O estado veste o traje da morte: a reintegração de posse e a pandemia

A negação de direitos é a faceta mais visível do processo de criminalização da população sem-teto e sem-terra no Brasil

🕒 11 JUNHO 2020

💬 0 COMENTÁRIOS

The State dressed up as Death: ownership repossession and the pandemics.

Denial of rights is the most visible side of the process of criminalizing the homeless population (Roofless Workers Movement) in Brazil

The pandemics in São Paulo slum tenements and the (in)visible deaths that no one wants to see. It is reckless that the pandemics is being used for new types of criminalisation, hygienist actions and to serve real estate interests



## Pandemia nos cortiços de São Paulo e as mortes (in)visíveis em uma cidade que ninguém quer ver

É temerário que a pandemia do coronavírus seja utilizada para novas ações de criminalização, higienismo e interesse imobiliário

🕒 19 JUNHO 2020

💬 0 COMENTÁRIOS

MI STÉRIO

DA  
SAÚDE

BEM  
MELHOR





Highlighting the number of people cured and hiding the number of deaths is as ridiculous as showing the only goal scored by Brazil and hiding the 7 goals scored by Germany

Sorry, but football is an important aspect of Brazil and an important part of my life.

# Educational Contexts

- Elementary, mid and high school expansion only began in Brazil in the late 1960s.
- Educational Law 5692/71
- Educational law 9394/96
- PISA (Programme for International Student Assessment).
- Before and after Labour Party Governments
- Laws of inclusion (2015 - general - and 2016 - for university entrance - Quota Act) - are schools, teachers, universities prepared?

# Educational Contexts: Exclusion X Inclusion

ag

Alessandra Gotti

## Inclusão na Educação: quais os desafios para realmente atender pessoas com deficiência

Educação inclusiva evoluiu no país mas ainda enfrenta obstáculos como formação de professores e acesso a dados para nortear políticas públicas

POR:  
[Alessandra Gotti](#)  
03 de Setembro | 2019



Foto: Getty Images

Inclusion in education: what challenges do we need to face to meet the needs of people with disabilities?

Inclusive education has improved in the country, but still faces obstacles such as teacher education and data access to inform public policies.

# Educational Contexts: Exclusion X Inclusion



*Publicado em 31/01/2019 - 11:02 Por Mariana Tokarnia - Repórter da Agência Brasil*

Nos últimos cinco anos, de 2014 a 2018, o número de matrículas de estudantes com necessidades especiais cresceu 33,2% em todo o país, segundo dados do Censo Escolar divulgados hoje (31) pelo Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Inep). No mesmo período, também aumentou de 87,1% para 92,1% o percentual daqueles que estão incluídos em classes comuns.

Em 2014, eram 886.815 os alunos com deficiência, altas habilidades e transtornos globais do desenvolvimento matriculados nas escolas brasileiras. Esse número tem aumentado ano a ano. Em 2018, chegou a cerca de 1,2 milhão. Entre 2017 e 2018, houve aumento de aproximadamente 10,8% nas matrículas.

Between 2014-2018, the number of enrolments of students with specific needs in schools has increased 33,2% in the country, according to school Census published today (01/31/2019). In the same period, the number of students with Specific Needs who are enrolled in regular classrooms has increased from 87.1% to 92.1%. In 2018, the number reached approximately 1.2 million.

# Educational Contexts: Exclusion X Inclusion

Série de Debates "Desafios da Conjuntura"



## Fumaça

A abordagem da inter-relação entre educação e exclusão é pontual.



## Faíscas

**Artigos por:**  
Sérgio Haddad,  
Mônica Peregrino,  
Richard Hartill,  
e Diogo Joel Demarco.

## Educação e exclusão no Brasil

Nosso país vive dois processos de exclusão educacional. O primeiro, pelo impedimento ao acesso: nem mesmo o ensino fundamental para crianças entre 7 e 14 anos está universalizado. O segundo, pela qualidade do ensino ofertado: milhares de crianças passam pela escola sem acumular conhecimento.

Os dois tipos de exclusão estão vinculados às desigualdades socioeconômicas.

### Education and Exclusion in Brazil:

Our country lives two processes of educational exclusion. The first because of access difficulty (or denial) (...). The second due to the lack of teaching quality. Thousands of children go through school without learning.

# Educational Contexts: Exclusion X Inclusion



Research shows inequality and social exclusion in education

Investigation shows worsening in educational health and social aspects in the first year of Bolsonaro as presidente.

CartaCapital

SEJA SÓCIO  
LOGIN  
ACERVO



POLÍTICA ECONOMIA SOCIEDADE JUSTIÇA MUNDO DIVERSIDADE EDUCAÇÃO OPINIÃO BLOGS MAIS

PROCURE AQUI



POLÍTICA

## Levantamento mostra piora na educação, saúde e social no 1º ano de Bolsonaro

18 DE FEVEREIRO DE 2020



# Take action then: changes from within



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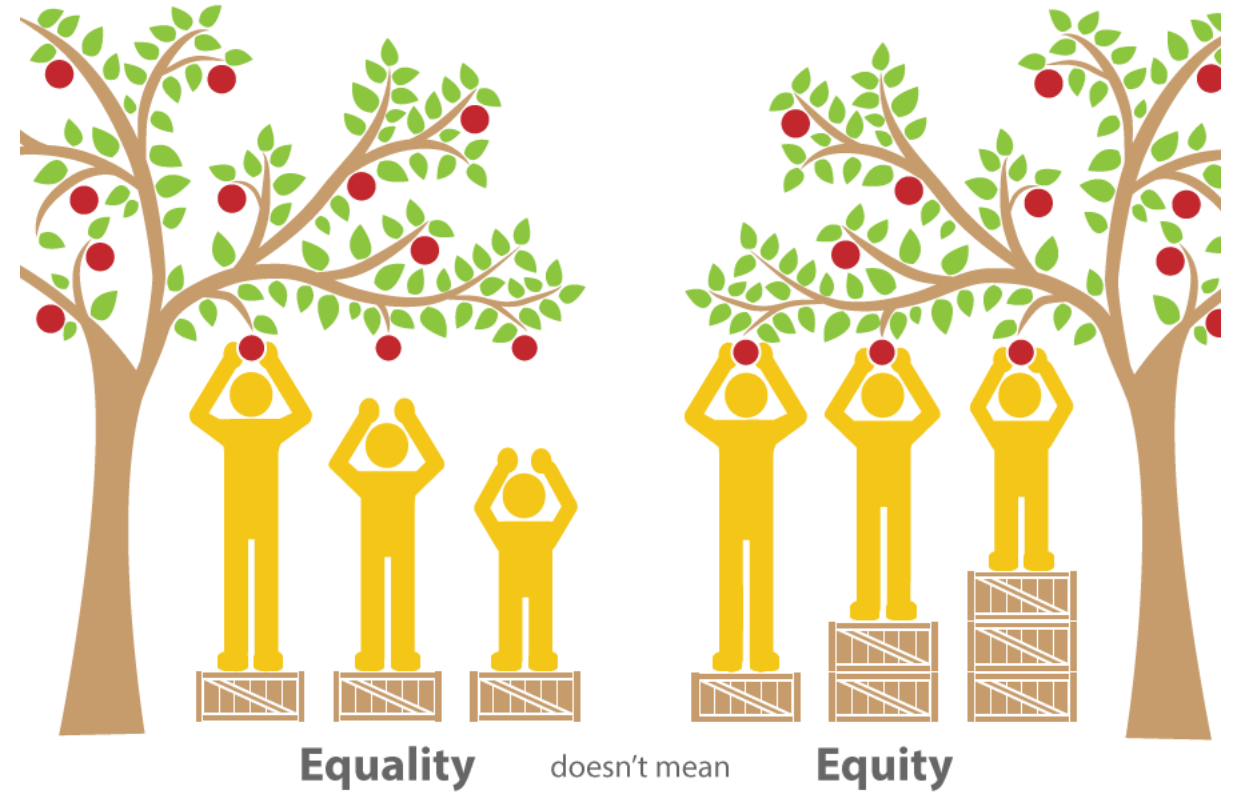
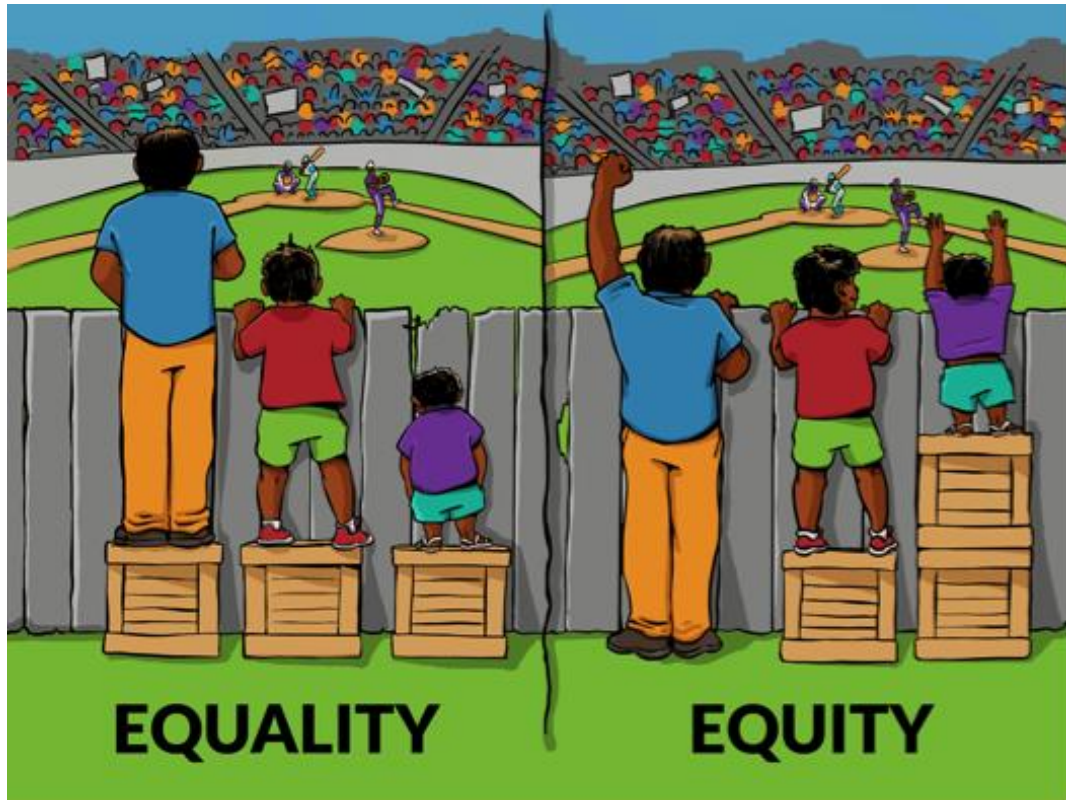


GEICS  
UNIFESP



**Which actions?**

# (in)equality



# Barrier removal

## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

# Barriers socially constructed

*In an abnormal child, we perceive only the defect, and therefore, our teachings about these children and our approaches to them are limited to ascertaining the percentages of their blindness, deafness (etc). We dwell on the “nuggets” of illness and not on the “mountains” of health. We notice only defects which are minuscule in comparison with the colossal areas of wealth which handicapped children possess (VYGOTSKY, 1924/1993 p. 68).*

*It has been assumed that in the presence of biological defects, children develop “along biological tracks,” and that in their case we may dismiss the laws determining the social development and formation of a normal child. This mechanistic notion is unfounded methodologically speaking. From the very outset we must settle on a position without the conception of which everything else would remain theoretically groundless. (...) The difficulty in understanding the development of a mentally retarded child [for example] arises from the fact that retardation is taken as a thing and not as a process. (...) Nevertheless, from the viewpoint of dialectics, there couldn’t be a more erroneous and inaccurate conception than this. Precisely in the process of development, the primary loss, which appears in the early stage of development, is repeatedly “diminished in importance” by newly occurring formation (VYGOTSKY, 1931a, p. 124)*

And with this, Vygotsky reaffirms something that he says in several texts – that teaching-learning should focus on the HMF.

# Barriers socially constructed

- **I2:** [...] *the work we do is really repetitive, you know?* (...)
- **I21:** *No, I don't think it is only an activity... I mean, it is an activity, but... it has to be that way, repetitive.... Do you understand? You repeat and repeat in several different ways and...so that they can really internalize that... that word, really, learn how it's written you see? Because I know that they have learned the sign, but writing is difficult.*

# Take action then: changes from within



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Some examples

# Take action then: changes from within

It is self-explanatory that blindness and deafness are biological factors, and in no way social. The fact of the matter is that education must cope not so much with these biological factors as with their social consequences (VYGOTSKY, 1924b, p. 66)

## ZPD and Teaching-Learning Processes

*As Veresov stated in his talk two days ago, obuchenie impels a number of psychological functions that are in a state of maturation. In other words, for Vygotsky, if a teaching-learning situation is well organized, it will move a number of different possibilities of development. (and it will move ahead of development as Veresov stated). To me, this is, therefore, not a linear activity. It will probably even be a little messy – if we consider that knowledge production occurs from the contradictions that arise in dialogues and from the written words that we read. It is the doubt, and not the certainty, that moves teaching-learning (and development as a consequence). Therefore, it cannot be linear because the doubt sheds light on the contradiction, that forces the parties to dialogically review their statements, moving back and forth in what was actually said, and collaborating (ie., questioning and negotiating) in the process.*

# However, teachers receive little or no course on how to work with students with SEN

**Researcher6:** *Taking into account the changes in educational context and public policies regarding the process of inclusion and the need for the school to guarantee learning to all students, can you tell me what you think is the teacher's role today?*

**C6:** *I mean... I try to do something that is close to adapting the curriculum, but I can see that there is no guidance. We miss something that may help us to understand what inclusive education is about (...). I need to learn before I can be requested to do something.*

**Researcher7:** *Have you ever had any teacher education regarding inclusive education that might help you to adapt activities for the students?*

**C7:** *No. Never.*

# NAI



**Núcleo de Acessibilidade e Inclusão  
(NAI)/EFLCH:**

**[acessibilidadeguarulhos@unifesp.br](mailto:acessibilidadeguarulhos@unifesp.br)**

**Entre em contato se precisar de apoio.**

Distribution of book marks and folders about the Nucleus on the day of enrolment

# All Four

- September: XVIII Forum in ILCAE, II Coloquium in GEICS, II Coloquium in NAI and I Seminar in ISEF :
  - Talks with university lecturers with disabilities,
  - Talks about racism;
  - Talks with researchers and teacher educators about conducting research during the pandemics;
  - Posters by student-researchers;
  - Reports from parents, school teachers; students from elementary schools to university levels about working in times of physical isolation

# All Four

- We are investing all we have on teacher education programs and projects, and all on a voluntary basis since the professors involved do not receive any extra for this work, most students do not have scholarships. On the contrary, for most events to take place we chip in to buy whatever we need, such as the coffee break, the book mark, among others.

**Спасибо**