



Teaching History from the inclusive educational practice perspective: analysis of Brazilian academic productions (2004-2021)

Ensino de História na ótica das práticas educativas inclusivas: análise das produções acadêmicas brasileiras (2004-2021)

Enseñanza de la Historia desde la visión de las prácticas educativas inclusivas: análisis de las producciones académicas brasileñas (2004-2021)

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Abstract: This article aims to understand and analyze the articulations between the teaching of History and the pedagogical practices aimed at Inclusive Education. To this end, we investigated a set of dissertations and theses – from 2004 to 2021 – that analyzed experiences of students, teachers, and other members of the school community regarding the didactic formulation and procedural execution of proposals for teaching History that raised the critical debate about inclusion in the classroom. This is a quantitative and qualitative study that surveyed the Digital Bank of Theses and Dissertations, based on categories of analysis, such as methodological approaches, concepts, connection with research lines, participating subjects and development locus of Brazilian academic productions. In the light of historiographical discussions related to the theme, we observed a significant increase in dissertations related to the use of ethnographic methodology for teachers' reflection on the peculiar teaching-learning processes, mainly of students who have Pervasive Developmental Disorders.

Keywords: History Teaching. Inclusive education. Academic productions.

Resumo: Este artigo tem como finalidade compreender e analisar as articulações entre o ensino de História e as práticas pedagógicas voltadas à Educação Inclusiva. Para tanto, investigamos um conjunto de dissertações e de

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teses – no período de 2004 a 2021 – que explicitaram a análise de experiências de alunos, professores e demais membros da comunidade escolar no que tange à formulação didática e à execução processual de propostas de lecionar História que suscitaram o debate crítico acerca da inclusão em sala de aula. Nesse sentido, esta pesquisa de caráter quantitativo e qualitativo teve como instrumento de investigação o Banco Digital de Teses e Dissertações, pautando-se em categorias de análise, tais como abordagens metodológicas, conceitos, vinculação com linhas de pesquisa, sujeitos participantes e lócus de desenvolvimento das produções acadêmicas brasileiras. À luz das discussões historiográficas correlatas ao tema, percebemos o aumento expressivo de dissertações relativas aos usos da metodologia etnográfica para reflexão docente sobre os processos de ensino-aprendizagem peculiares, principalmente, dos discentes que apresentam Transtornos Globais do Desenvolvimento.

Palavras-chave: Ensino de História. Educação Inclusiva. Produções acadêmicas.

Resumen: Este artículo tiene como objetivo comprender y analizar las articulaciones entre la enseñanza de la Historia y las prácticas pedagógicas dirigidas a la Educación Inclusiva. Para ello, indagamos un conjunto de disertaciones y tesis – del 2004 al 2021– que explicitaron el análisis de las experiencias de estudiantes, docentes y demás miembros de la comunidad escolar en torno a la formulación didáctica y ejecución procedimental de propuestas para la enseñanza de la Historia que plantearon el debate crítico sobre la inclusión en el aula. En ese sentido, esta investigación de carácter cuantitativo y cualitativo tuvo como instrumento de investigación el Banco Digital de Tesis y Disertaciones, a partir de categorías de análisis, tales como enfoques metodológicos, conceptos, conexión con líneas de investigación, sujetos participantes y locus de desarrollo de las producciones académicas brasileñas. A la luz de las discusiones historiográficas relacionadas con el tema, notamos un aumento significativo de disertaciones relacionadas al uso de la metodología etnográfica para la reflexión docente sobre los procesos de enseñanza-aprendizaje, principalmente de estudiantes que tienen Trastornos Generalizados del Desarrollo.

Palabras-clave: Enseñanza de la Historia. Educación inclusiva. Producciones académicas.

Introduction

This work aims to understand and analyze the academic productions that weave articulations between the teaching of History and the inclusive pedagogical practices developed throughout the teaching practice, specifically in Basic Education. We believe that this discussion about inclusion within the scope of school experience still has reminiscences of the perspective of integration, although we are primarily supported by the 1988 Constitution, which the citizenship and the dignity of the human person as part of its foundations to be ensured by the Democratic State of Law to people who face one or more types of disabilities (BRASIL, 1988). As the pedagogue Maria Teresa Eglér Mantoan pointed out, in situations of juxtaposition between regular and special education, there is a prior screening of students who are able and not able to be included in the conventional curriculum, focused mainly on the perspective of the learning space directed at homogeneous subjects, capable in cognitive terms and categorically called regular students. From this exclusionary point of view, students who differ from these standards “are indicated for individualization of school programs, adapted curricula, special assessments, reduction of educational objectives to compensate for learning difficulties” (MANTOAN, 2003, p. 16).

These assumptions, however, do not encompass the citizenship and equitable incorporation of all subjects in the training process. The mere insertion of male and female students mistakenly conceived as "special" in the common classroom, in regular public and private education networks,

does not presuppose structural and formative changes in the culture of an educational institution, nor does it imply a concrete confrontation with the traditional paradigm and segmenter that affects all agents of a school: teachers, students, parents, directors, pedagogical coordinators, school community, among others. On this concern, this research – based on documental and bibliographical analysis – is guided by the assumption that the implementation of an inclusive teaching action requires a seminal transformation in the educational paradigm, in articulation with the review of the contents and historical methods used by teachers in the teaching-learning process. These issues materialized as objects of problematization and reflection throughout the discussions developed during the Graduation course in Teaching, at the Federal Institute of Minas Gerais (IFMG). This academic specialization is intended to enable teachers, active or recently graduated to teach in Early Childhood Education, Elementary School and High School, the theoretical and methodological improvement for the diagnosis, planning and development of educational products, lesson plans and teaching projects based on Inclusive Education, envisioned as a possibility and reality in the pedagogical work routines.

In this sense, we seek to understand in this work how the theses and dissertations in the area of History, defended in different Graduation Programs in Brazil, incorporated a change of perspectives in the field of truly inclusive education. This, therefore, is not restricted to students subject to the Special Education modality, nor to the adaptation of didactic procedures for a limited public, since it encompasses native peoples, quilombola communities, illiterate young people and adults, poor women who are in a situation of social vulnerability and other subaltern individuals. From this perspective, we intend to point out the conceptions of disability and difference adopted in a set of thirty analyzed historical investigations, the methodologies adopted, the recurrent themes in the productions and the subjects participating in the research, considering the different theoretical-methodological approaches and the series of the Elementary School II and High School in which the investigations were carried out. We privilege these steps, because they constitute the historian's professional field of action.

The survey of research that points to paths for training, practices and places of Inclusive Education is justified by the need to deepen this discussion in the discipline of History. After all, the constitution of this curricular component underwent significant reformulations related to the main contents, menus, thematic units, skills and abilities, as a result of the gradual redemocratization of the country in the second half of the 1980s. The curricula that until then privileged only Political History limited to northern Europe and following external models, specifically French ones, began to address and thematize “focuses aimed at a political formation that presupposed the strengthening of the participation of all social sectors in the democratic process” (BITTENCOURT, 2008, p. 108). This process of changes in the perspective of History as a discipline and its didactic purposes became more noticeable with the insertion of the concepts of time, culture, society and space in the approach of

different thematic units foreseen in the National Curriculum Parameters (PCNs). This document, published by the Ministry of Education (MEC), was primarily concerned with “respecting existing regional, cultural and political diversities in the country and, on the other hand, considering the need to build common national references to the educational process in all Brazilian regions” (BRASIL, 1998, p. 7).

After more than ten of these transformations, we identified - in the period from 2010 to 2021 - the absence of scientific papers which deal with the inclusive teaching of History in the dossiers of journals of international scope, such as the *Revista Brasileira de Educação Especial*, the *Revista Nacional de História* of the National Association of History Teachers (ANPUH), the publications at the Brazilian Congress of Special Education and the magazine *Boletim Historiar*. In these mechanisms of production and circulation of knowledge produced at the intersection between different research projects in public universities, the works focused on the history of disability in Brazil, on the developmental disorder of the autistic spectrum and on reports of teaching experience in the education of deaf and gifted students, predominantly in the propaedeutic areas of Portuguese Language and Visual Arts. Faced with this rather incomplete panorama, the following question arises: what would explain the absence of analytical approaches aimed at teaching History?

Largely, this gap in the historiography of History teaching in the interface with inclusive education is justified by the fact that “the training of Special Education professionals in Brazil is relatively recent” (OMOTE, 2020, p. 1). As the pedagogue Sadao Omote emphasized, until the 1970s – when there were no qualification programs in those areas – the teachers who worked in the literacy of students with different needs were trained in specialization areas after high school. Specifically in relation to teacher training courses, each Brazilian state adopted different strategies and formats for education in this teaching modality, considering that there was a greater concern with pedagogical actions directed at “exceptional students” in the period from 1974 to 1984. In the meantime, refresher, specialization, improvement, degree, additional studies, master's and university extension courses were carried out in the country, related to specific educational services (BRASIL, 1985, p. 27).

However, some states “undertook, in a more systematic way, courses in Additional Studies (teaching) for teachers in regular education who only had a high school level, others invested in training at the *lato sensu* graduation level and others in initial or specific training, at a higher level” (MARTINS, 2012, p. 28). This heterogeneity in professional training gained new contours in the mid-1990s, the period of publication of the Jomtien Declaration (1990) and, above all, in the Salamanca Declaration (1994). These two international landmarks fit into a concept of expansion of systems, “with a view to not only the quantitative growth of enrollment, but also to the improvement of the management system, the work of professionals and the teaching-learning process” (*Ibid.*, p. 28).

The Salamanca Declaration, for example, is the product of the Special Education Conference organized by the government of Spain in cooperation with the United Nations Educational, Scientific and Cultural Organization, with the aim of re-dimensioning the issue of inclusive education not only as a technical task, but mainly as a product “of convictions, commitment and availability of the individuals that make up society” (BRASIL, 1994, p. 16). Considering these assumptions, we ask: how historians have planned, developed and built academic reflections on the multiple teaching strategies that contemplate different subjects and their particularities in Basic Education?

One of the ways of answering this question is to systematically analyze a documentary corpus of graduation works, at master's and doctoral level, with attention to the critical attitude of the teacher-researcher when reflecting on the repercussions of their inclusive teaching practices. Thus, in this article we present and analyze research that uses pedagogical practices as an investigative source in the interface between History Teaching and Inclusive Education, with the purpose of perceiving with which mechanisms the authors problematize and theorize about the contents they teach and, mainly, to inquire about the active methodologies with which students, in different stages and modalities, construct their learning.

Research methodological paths: the construction of analysis categories of written sources

This research has as methodological contribution the documental analysis articulated to the bibliographical research. It is an interpretative aspect associated with the detailed deepening of qualitative data, which complement, as Mari André highlighted, “the information obtained by other techniques and reveal new aspects of a theme or problem” (LUDKE; MARLI ANDRÉ, 1986, p. 38). In this case, the problem consists in understanding the interlocutions between History Teaching and Inclusive Teaching in the sphere of the production of theses and dissertations, on a national scale. Under a problem already outlined, the need to promote inclusive education in the regular education network, we place a new layer of complexity: how historical research around working with students who have specific needs reflects on Inclusive Education, its constitution and its effects on school subjects? What do the mapped productions reveal about research methods and the level of articulation of this discussion to the teaching practice in its limits and potential?

In the light of these challenging questions, we understand research documents, dissertations and doctoral theses, as a “powerful source from which evidence can be taken that substantiate the researcher's affirmations and statements” (*Ibidem*, p. 38). More than that, academic productions are linked to the society in which they were produced, the pedagogical trends in force during the period in which they were written and published, the specific lines of research and the discussions inherent

to the time and space in which they were constructed. In addition to providing us with an overview of a given educational context, these materials fit into what historian Antoine Prost calls historical testimonies articulated to an investigative question, based on incessant inquiries into documentary sources and the formulation of scientific procedures. Thus, “by the question is that the historical object is build, when proceeding with an original cut in the unlimited universe of facts and possible documents” (PROST, 2008, p. 75).

Considering that, we selected a set of works on the Digital Library of Theses and Dissertations (BDTD). Released at the end of 2002, this system was produced and maintained by the Brazilian Institute of Information in Science and Technology (IBICT), with subsidies from the Financier of Studies and Research (FINEP). This database “enables the Brazilian S & T community to publish and deepen their theses and dissertations produced in Brazil and abroad, giving greater visibility to national scientific production”³. In view of the large volume of works developed by 130 institutions in the country, we carried out an advanced search on the platform using the following keywords: “teaching History”; “inclusive education”; “special education” and “inclusion”. Faced with 879 results, we specifically selected research that presented teaching experiences in teaching History as a discipline and, thus, we were left with a total of 459 works, among which we selected 30 investigations that presented proposals related to this study. We focus on the first two decades of the 21st century, between the years 2004 and 2021.

Within the scope of legislation focused on Special Education, this period is marked by the first experiences of incorporating the National Policy on Special Education (PNEE) and Specialized Educational Assistance (AEE), preferably in public schools in the country. In addition, the privileged period for the scope of this investigation is justified by the fact that it encompasses a contemporary political movement mobilized by people with disabilities in Brazil, which “invests in the process of cultural change for about four decades and has achieved expressive results of citizenship, starting from guardianship to reach autonomy” (LOUREIRO MAIOR, 2017, p. 35). From the perspective of promoting social justice through the equalization of opportunities, this possible movement was driven by the elaboration of international human rights treaties, such as the Convention on the Rights of People with Disabilities, ratified by the United Nations (UN) in 2006. Thus, we seek to understand how scientific works in the area of History are synchronized with such transformations and how they present concrete alternatives for inclusive education, bearing in mind the specificities and demands of the different Brazilian regions in which they investigations are guided.

³ Text available at: <<https://bdt.d.ibict.br/vufind/>>. Accessed on: 08 Sep. 2022.

After analyzing the material researched in the proposed time frame, it was possible to subdivide it into six categories of analysis, namely: 1) year of research defense; 2) thematic; 3) object of study; 4) objectives; 5) meanings about disability and its differences; 6) methodological characterization; 7) connection with research line; 8) participants and research development location. It should be noted that we understand that the production of these categories is a fluid exercise resulting from the theoretical work on which the research is based, considering that we analyze the research summaries and their results according to the intersection between the mentioned categories. In this way, “this initial set of categories will be modified throughout the study, in a dynamic process of constant confrontation between theory and experience, which originates new conceptions and, consequently, new focuses of interest” (LUDKE; MARLI ANDRÉ, 1986, p. 42). Therefore, the study intended here also including a content analysis, understood by Laurence Bardin as the set of methodological procedures mobilized by the researcher for the interpretation of discourses to be captured by controlled hermeneutics and apprehended with the making of a cautious inference:

As an interpretation effort, content analysis oscillates between the two poles of the rigor of objectivity and the fecundity of subjectivity. It absolves and guarantees the researcher for this attraction for the hidden, the latent, the non-apparent, the potential for the unpublished (of the unsaid), retained by any message. Patient task of <<disclosure>>, responds to this voyeuristic attitude that the analyst does not dare to confess and justifies his concern, honestly, of scientific concern (BARDIN, 1977, p. 7).

In this sense of dismantling and reconstituting the content of the researched documentation, interpreting it in its particularities and theoretical-methodological aspects, we chose to explore the work with the categories of analysis through the elaboration of graphs and tables, interspersed with the bibliographical discussion and the understanding of the content and speeches on inclusion present, or implicit, in theses and dissertations. We divided the methodological procedures into four distinct phases for the process of collection, situated reading and interpretation of the documental corpus of the work. First, we located the works and mapped their main general themes, theoretical and methodological axes of analysis; then, we compiled and systematized the material (subdivision and organization of academic productions into categories); therefore, we produced the abstracts file regarding the objectives, methodologies, theoretical conceptions, methodologies and research subjects; and, finally, we built visual representations and the crossing of data, quantitative and qualitative, with the specific bibliography.

In all these investigative pathways, we consider that qualitative studies, more sophisticated in the 80s and 90s, “encompass a heterogeneous set of perspectives, methods, techniques and analyses, ranging from ethnographic studies to discourse analysis and of narratives, memory studies, life stories

and oral history” (MARLI ANDRÉ, 2001, p. 55). Therefore, we emphasize the interface between inclusive education and History, in view of the flexible character of the chosen methodology and how this approach reverberates in the central issues emphasized and raised by the selected works through the methodological use of BDTD (Brazilian Digital Library of Theses and Dissertations) for the construction of data consistent with the objectives of this research and its concerns. We consider that the categorization process represents a classification operation of the elements, also called by Bardin (1977) as “registration units” of a given set, to be reorganized according to genres, similarities and differences, under semantic, syntactic, lexical and expressive criteria. However, we do not rule out the possibility that other groupings and other criteria “insist on other aspects of analogy, perhaps considerably modifying the previous distribution” (BARDINS, 1977, p.118), since they structurally comprise two stages: the inventory (which isolates the systematized elements or data produced in the investigation) and the classification (which consists of producing a judicious organization of the elements, dividing them and weaving relationships between their different contents).

The academic productions of Graduation programs in intersection with Inclusive Education

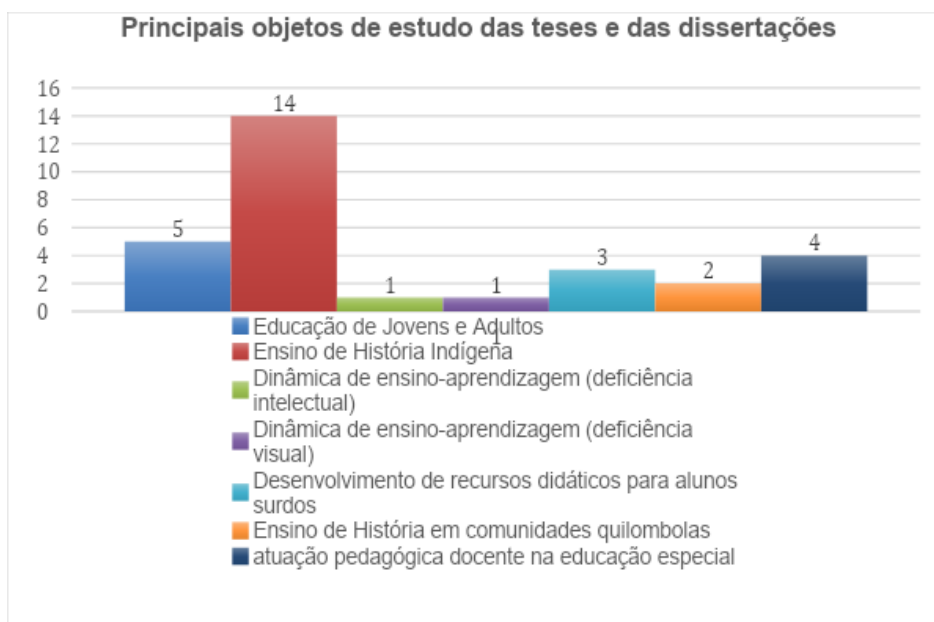
The theses and dissertations produced in different areas of academic construction, nationwide, focus on the ceaseless reflection on the initial and continued training of teachers, as well as on the challenges and specificities of developing an inclusive education. The praxis shown here designates the history professional's experience in mastering and exercising knowledge internal and external to the classroom and in continuing education programs and projects, in line with the educational actions that form, reconstitute and transform the school community. We understand that there is dynamism in the teaching-learning experience itself, which “needs a researcher's look; of an investigative thought; of theoretical tools that allow us to understand reality and also of an investigative collective, which works as a space for the reverberation of reality and continuous learning” (FRANCO, 2017, p. 16).

As for the distribution of the main research themes, the data pointed to a progressive growth trend for themes related to the Teaching of Native People History in approximately 42% of the analyzed works (Graph 1). This aspect stems, on the one hand, from the very transformation in historiography about the place and cultural representativeness of native people. This, in turn, has been focused, since the 1980s, on interdisciplinary approaches that have privileged “interpretations in which the natives appear as historical agents of the processes of change experienced by them” (ALMEIDA, 2010, p. 18). On the other hand, the obligation to work on the theme “Afro-Brazilian and Native People History and Culture”, as of Law No. 11.645/2008, has given rise to research focused on the

critique and re-reading of hemerographic and audiovisual sources in the teaching of native themes, including analyzes on the uses and disuses of textbooks in alterity-sensitive education.

As Jorge Ferreira Lima demonstrated, when analyzing the representations of teachers and students of the Colégio Estadual José Luiz Siqueira about native peoples, the approach of other cultures in the school universe studied is still restricted to commemorative dates. Exceptional moments, such as “the day of the Indian”, reinforce a school culture marked by estrangement and stigma in relation to native men and women, perceived as eccentric and extravagant objects. The author identified that the didactic collection “Viver Juntos”, worked on by 7th grade students at the aforementioned teaching institution, located in the state of Tocantins, focuses too much on the contributions of expressions of Tupi-Guarani origin to national culture and customs, such as the production of culinary recipes based on corn and cassava. This conception presents and reproduces, in the school environment, lags and lapses of historical time in the native peoples agency, as these populations are tangentially worked on in the process of colonization of Brazil in the 16th to 18th centuries and “reappear as if by magic in the period of territorial expansion promoted by Getúlio Vargas, from the 1930s, the famous Marcha Para Oeste, of the Estado Novo (1937-1945), and soon after in the 80s, with the declaration of the 1988 Constitution” (Cf. LIMA, 2016, p. 44).

Graph 1: Most recurrent study objects in the analyzed documental corpus



Source: Produced by the author, 2022.

Furthermore, the mapping of the material explored revealed five productions focused on the ethnography of History classes from the perspective of students and teachers who teach in native

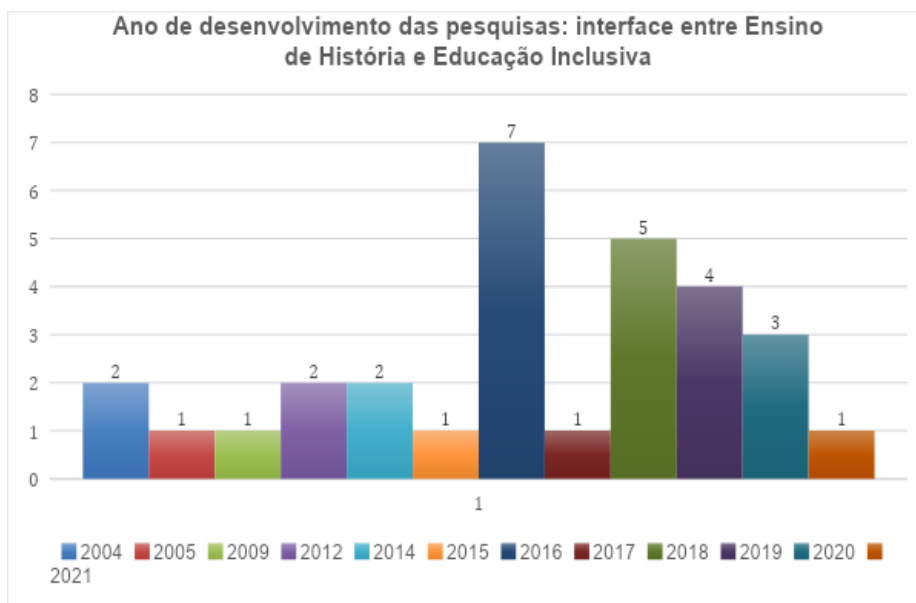
people schools, mainly in the Northeast region and in professional master's programs in History. One of the examples of this is the analysis of the impact of the João Lino da Silva school among the Potiguara people of Catu dos Eleotérios, located in the city of Canguaretama/RN, which resulted in the production of the didactic guide “Cultural exchange in the Potiguara do Catu community”. This iconographic and textual product incorporated a proposal to visit the community worked on throughout the research, in which “the native people will have access to a pedagogical itinerary, divided into two moments: one on the trail that leads to one of the sources of the Catu river and the second refers to the workshops that are held in the school environment of the João Lino da Silva Native School” (CARDOSO, 2019, p. 79).

However, in contrast to the data already presented, we realize that Youth and Adult Education has been worked on in only 15% of the analyzed productions, which are characterized by the emphasis on the inclusion of women in the YAE in the final years of Elementary School and in social, citizen and mnemonic constitution around this modality. Other themes, such as the conception of academic success from the perspective of students with intellectual disabilities (Cf. SILVA, 2009), were explored in only 2% of the historical investigations within the scope of the master's degree, with greater incidence in the line of research focused on Special Education linked to the State University of São Paulo (UNESP). The deficit in these studies does not mean that public and private school teachers in the country are not dealing with this student profile.

The 2021 School Census, prepared by the Ministry of Education, allows us to perceive a significant growth, of 23%, in the number of enrollments in Basic School, considering students who face global developmental disorders, mainly multiple and intellectual disabilities, and giftedness (BRASIL, 2022). Furthermore, there was an exponential increase in common classes to the detriment of exclusive special classes in the period from 2010 to 2021, mainly in High School (172.897) and Elementary School (840.295), as well as an increase in the percentage of students included in the Special Education, in a total of 100%, in four federative units in the Northeast: Rio Grande do Norte, Piauí, Maranhão and Tocantins (BRASIL, 2022, p. 29). So, what would explain the presented gaps? One of the possible arguments for understanding them consists of the tiny articulation between access, participation and learning of all students in the effective execution of a Pedagogical Political Project based on the constitution of “a new culture of valuing differences” (RAPOLI *et. al.*, 2010, p. 520).

In addition, what calls our attention is the fact that research on teaching and teacher training in specialized educational services, in the field of History, was published with greater intensity from the year 2016 (Graph 2), which marks the result of a year after the publication of the Brazilian Law for the Inclusion of People with Disabilities.

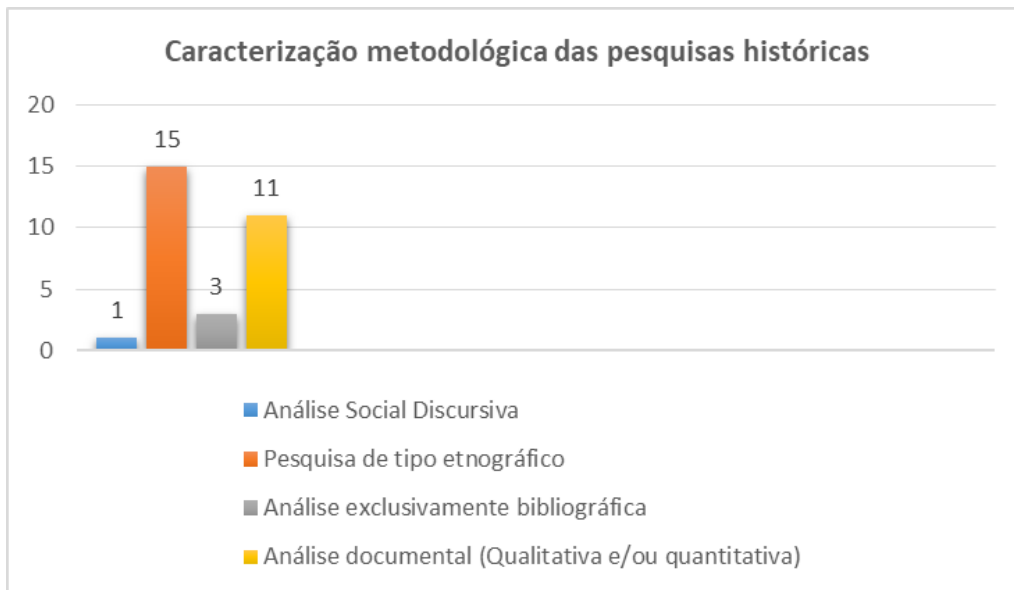
Graph 2: Periods of concentration and/or emphasis of research



Source: Produced by the author, 2022.

According to the historian Maria Helena Michels, “teacher training itself prioritized specific techniques and resources to the detriment of the analysis of the educational system, in its economic, social and political aspects” (MICHELS, 2017, p. 36). From the 2000s, the Resolution CNE/CEB 2/2001 established that teachers could obtain continuing education to work in Special Education, imprecisely establishing a less individualistic division of labor between the trained teacher and the specialist teacher in SE, the which would develop pedagogical activities in the regular classroom. Despite this problem, which pervades different levels, stages and teaching modalities, we can see that the reverberation of educational needs in individual characteristics exempted the person considered “disabled” from their demands as a student. These, therefore, were reconstituted by different theorists through the detailed use of field research that involved, with greater or lesser centrality, recurrent methodologies in the work of the historian in his investigative work. Recurrent examples are ethnographic research, document analysis, social discourse and bibliographic analysis, as explained consecutively (Graph 3).

Graph 3: Methodological approaches emphasized by researchers



Source: Produced by the author, 2022.

In the documentary corpus selected for this article, we perceive the interconnection of the historical-ethnographic methodology to field research, especially in works that vehemently questioned the institution of a Western, civilizational and mostly Christian schooling in the country. In his dissertation, historian Dhiogo Rezende Gomes studied the extent to which the Panhĩ – Apinajé indigenous community, located in the north of the state of Tocantins, managed the construction of a differentiated school, articulated to political practice through the legitimation of the ethnic and cultural sovereignty of these populations. To this end, the author delimited the Tekator Native People School as an object of study from the perspective of historical anthropology, with the intention of understanding the stories taught and the subjects who recreate them since the 1960s.

This focus is characterized by the observation and description of the “school as a whole, its structural and geographic composition in the space of Aldeia Mariazinha and the cultural life that is given to it, added to the historiographical work in the analysis of documents and sources such as the books used in History classes, lesson plans and teachers' notes” (GOMES, 2016, p. 26). Therefore, the meticulous attention given to the teaching institution made it possible for historians to perceive an inclusive education intermediated by social, ethnic and class conflicts, opening new horizons for intercultural studies. As the aforementioned historian underscored:

[...] what is urgently needed is the production of didactic materials with the broad participation of teachers and other members of the native people and native movements, taking into account the particularities of each ethnic group and the ways in which they deal with time-space, in relation to other peoples and cultures. [...]

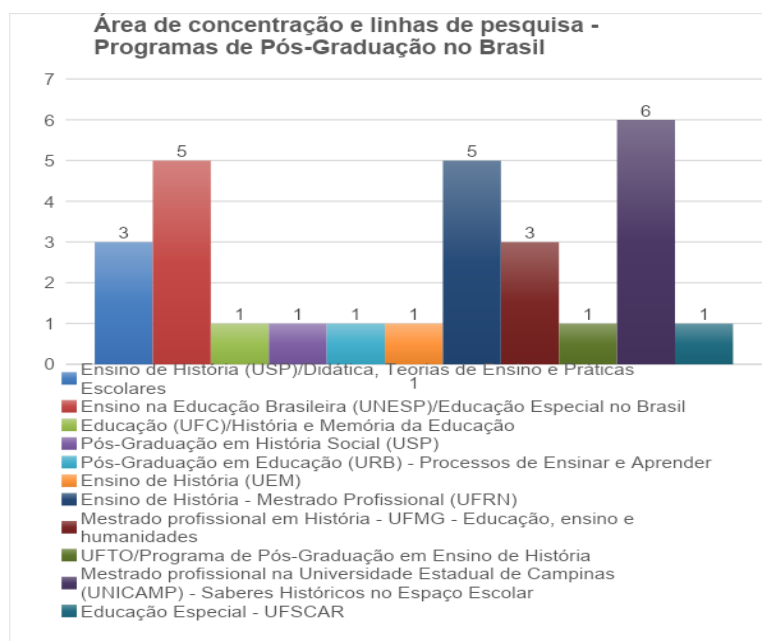
Despite the ancient potential for teaching History at school, there are still conflicts in the relationship between the old and the young school, divergences between tradition and modernity represented in schooling, “native things versus white things”. However, there are interests in this membership, which come from the community, young people, mainly teachers, and the elderly themselves who are not completely excluded (GOMES, 2016, p.162).

With this concern to transform the school space through a pedagogy of conflict, other researchers have worked specifically with Discursive Social Analysis. This methodology, in line with the criticism of the political discourse of democratization of access to education, was adopted in 35% of the investigations, with a view to questioning the objectives and fundamental meanings that the Brazilian public school incorporates and reproduces, within the scope of History Teaching inclusive. In his fieldwork, historian Luis Henrique da Silva analyzed – within the scope of the research line “History of Special Education in Brazil” (academic master's degree) – the changes in the dynamics of an Elementary School I and II (as it is classified in Brazil) located in the interior of São Paulo, as a result of the percentage increase in students – corresponding to 43.4% – who had intellectual disabilities, between 1998 and 2005.

The results of the production and problematization of quantitative and qualitative data, mainly structured and semi-structured interviews, showed that the presence of students with pervasive developmental disorders in the emphasized field-school raised an incessant search for tools of subjection and control with the intention of adapt students with specific needs to a model of banking education. In the analyzed context, it was concluded that effective inclusion “presents two great potentials, the inauguration of a new form of social exclusion in which students are inserted in spaces that subtly disregard their presence, or the thrust of a complete review of the objectives of the school” (SILVA, 2009, p. 6).

This argument corroborates the investigation of other scholars who used the method of document analysis linked to historiography on the History teaching, mostly in doctoral theses. An example of these works is entitled “Students with disabilities in Youth and Adult Education in São Paulo settlements: PRONERA experiences”, defended in the Graduation Program in Special Education at the Federal University of São Carlos. This program is the only one in the country specific to the area, founded in 1986 on the initiative of professionals who worked in the teaching specialization course at the Center for Education and Human Sciences. As well as 4 other lines of research developed in the Southeast region of Brazil, this academic locus prevails in the academic production that connects research in History to Inclusive Education (Graph 4).

Graph 4: Inclusive education and history teaching in scientific production spaces



Source: Produced by the author, 2022.

The absence of other graduation programs in other regions of Brazil, specifically aimed at teaching history, is a reflection of the traditionalism and resistance to interdisciplinarity that permeate this field of knowledge. According to Carlos Fico, this problem gave rise to the proposal of ProfHistória, characterized by the continuing education of Basic Education teachers through a national network of professional master's degrees. These, therefore, accept didactic products aimed at students as their final work, but the problem of specialization of knowledge and the creation of generic lines of research focused on the history of political processes lead to a deficit of training and performance in a professional reality that is not strictly academic. This picture represents a contemporary crisis, given that:

Very general lines of research do not have any meaning and coexist with effectively dynamic groups that study themes such as slavery, environmental history, military dictatorship. The question is how these specific agendas fit into this generalist format that made some sense in the past, but which today represents a crisis in the face of this demand for specialization (FICO, 2015, p. 1022).

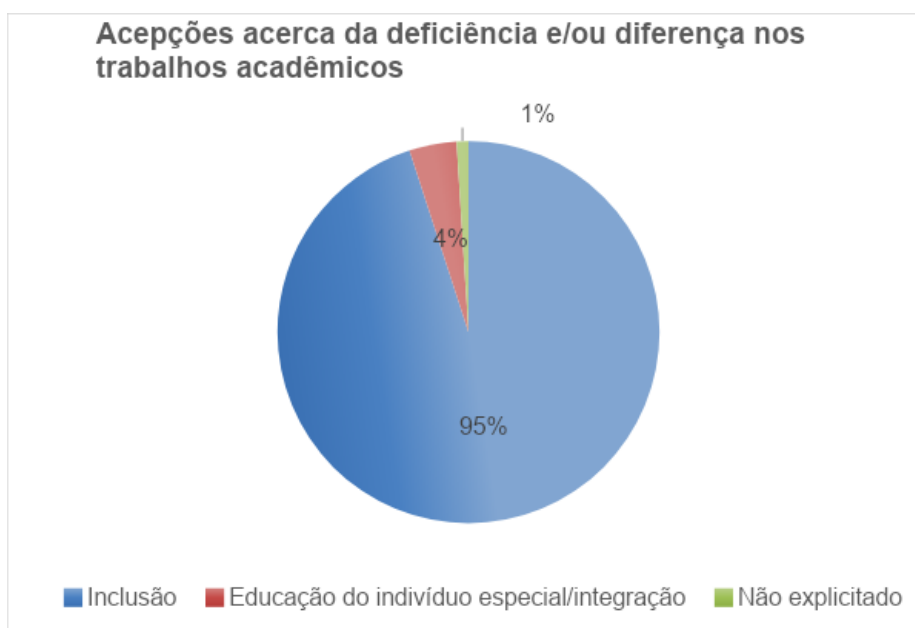
However, it should be noted that the problem is not restricted to the logic of the graduation course, but is also based on the lack of academic debates about the relationship between History teaching and Educational Inclusion. For example, the historian Taísa Gasiela Gomes Liduenha Gonçalves highlights, in her doctoral thesis, the scarcity of productions focused on social inequalities and policy gaps for citizens who live in the countryside and have disabilities, at different levels of schooling and in

extremely poor social conditions in the municipalities belonging to the mesoregion of Ribeirão Preto. The author specifically analyzed the educational situation and socioeconomic conditions of the young and adult population in the countryside, in São Paulo, who participated in the National Program for Agrarian Reform (PRONERA). Interviews with members of the settlement who participated in the project, analysis of social indicators and writing about Rural Education, in correlation with YAE and Special Education, demonstrated that families, currently settled, experience precarious infrastructural and emotional realities, and are camped in lone and unassisted by social programs of the State and the Federal Government, such as Bolsa Família.

Due to the strong concentration of large estates in the area studied, “it is clear that these rural workers and their families face difficult situations in their daily lives, due to the lack of support from the , among them: lack of water, poor roads, transportation and education” (GONÇALVES, 2014, p. 145). We identified, therefore, the relevance of discussing rural education as a construct of resistance and struggles for the provision of quality education in rural areas in the direction of combating social inequalities. As Mantoan (2003) pointed out, the incorporation of the inclusive school demands a collective effort to modernize and restructure the majority of Brazilian educational institutions, in order to modify exclusionary conditions that make it difficult to recreate a political pedagogical project that distances itself from the segregationist conception and the didactic transfer of academic knowledge to schools.

Inserted in the axis of valuing differences, such a project “starts from the diagnosis of demand, penetrates deeply into the strengths and weaknesses of the work carried out, defines priorities for action and objectives, proposes initiatives and actions, with goals and those responsible for coordinating them” (MANTOAN, 2003, p. 35). Within this proposal, we identified advances in the set of documents under analysis regarding the conceptual discussion around the historicity of the term “disability” in intersection with the teaching of History (Graph 5). Having as object of study the inclusion of visually impaired people in professional education, Fernanda Coimbra sets out to understand this issue from the perspective of Inclusive Professional Education through an exploratory research, which intersects the life history of a student with the study of case.

Graph 5: Conceptual approaches in the analyzed works



Source: Produced by the author, 2022.

The aforementioned historian studied, specifically, one of the teaching units at the technical level integrated into High School, offered by the Federal Institute of Education, Education, Science and Technology of Pará (IFPA), in the theoretical-methodological context of the Memory of Education. In this case, the combinatorial analysis between empirical material and legislation, especially Federal Law 9.394/1996 (LDB), revealed that educational assistance to PWD (people with disabilities) presents an identity character and is marked by integrationist educational practices. These, therefore, are part of the transition movement towards educational inclusion. However, educational practices still have as their foundation and horizon the meaning that “the access and permanence of the PWD to schooling in regular classes is the prerogative of those considered more apt among this type of student, or that they must adapt to the school and not the other way around” (COIMBRA, 2012, p. 6).

Within the scope of the professional master's degree, Paulo Santos also mapped and analyzed a series of challenges to the teaching of History for the deaf in inclusive classes with or without multifunctional resources, mainly when analyzing the testimonies given by the teachers of the discipline in one of the poles of inclusive education: the Santa Luzia Municipal School, located in the municipality of Duque de Caxias (RJ). Through the methodology of Oral History, linked to the concepts of citizenship and interculturality, the author found the gap in teacher training in terms of mastering conceptual and pedagogical issues about the specificity of deafness. At the same time, he identified the absence of continuing education offered in an integrated or additional way to the teaching workload,

as well as the lack of knowledge of the professionals interviewed about research, completed or in progress, on this teaching modality.

Consequently, the field research of the aforementioned study revealed problems of a structural, formative and pedagogical nature, such as the lack of preparation and reception for beginning teachers in working with deaf students and, mainly, the character of dependence and tensions in the teacher relationship conductor and teacher-interpreter of Libras (Brazilian sign language). These problems, in turn, result in the “invisibility of the deaf student, accentuated by the absence of people with deafness from the textbooks and curricular contents of the discipline; the lack of technological teaching resources and/or the difficulties encountered in using them” (SANTOS, 2018, p.123). One of the alternatives identified for overcoming the boundaries and thresholds of the integrative notion of students with different needs materialized in the development of a notebook with guidelines and suggestions for teaching History in inclusive classes with deaf students. This didactic material presents differentiated teaching and formative assessment strategies to the lecturer-reader, in order to enable the teaching action to deal with students who are deaf, such as the use of synoptic and comparative tables, body expression, contact with historical sources materials and field classes that explore the senses and affective sensibilities of deaf subjects, especially during visits to places of memory.

With the similar purpose of intervening in the face of problems that weaken education, Ângela Ferreira works with the concepts of ethnic-racial relations and social identities by shifting the issue of local history in the classroom to the center of analysis. With the methodology of bibliographic discussion and Oral History, the author aims to study quilombola education in the state of Minas Gerais, in the 21st century, in articulation with Brazilian historiography and in correction of the study of African slavery in the colonial and imperial period in Brazil. In compliance with Law 10.639/2003, which provides for the mandatory teaching of History and Afro-Brazilian culture in the curriculum of public and private Basic Education, we noticed in the works analyzed a more recurrent concern with the appreciation of quilombola communities in their uniqueness and in its process of raising political, socio-spatial and territorial awareness.

This intentionality took shape in the production of a source guide for the study of African ancestry, available on the website “Movimento de Educação Escolar Quilombola”. This electronic tool clarifies historical concepts, such as quilombo, ethnicities, race and territory, as well as incorporates discussions on the legislation that supports quilombola education, reports of experiences and iconographic sets of the daily life of African enslaved workers in the 20th century, among other imagery sources. This material could contribute to “the empowerment of these educators, providing them with resources that are dispersed and that require research for which they are not prepared or encouraged” (FERREIRA, 2016, p. 107), as well as training the faculty to provide your.

Board I: subjects, objects and locus of research

Field research participants	Research Object	Locus of development of historical investigations
High School Students	Youth and Adult Education (EJA)	School in the city of São Paulo – EMEF José do Patrocínio
Students enrolled between the 5th and 8th grades of Elementary School	Intellectual Disability	Regional Board of Education in the interior of the State of São Paulo (Municipality of Marília)
Visually impaired students in integrated technical high school	Visual Impairment	Federal Institute of Education, Science and Technology of Pará (IFPA) – Belém campus
Students and teachers at Toldo Campinas Native People School	Teaching of Native People History	Kaingang School of Guarita/RS Native People land
Students and teachers	Quilombola Education	Felipe's quilombola community in Bom Jesus do Amparo/ Minas Gerais
Deaf students included in regular classes of the second segment of Elementary School.	Education of the Deaf	Polo school in the education of the deaf located in Baixada Fluminense (RJ)
Students from the differentiated native people school	Teaching of Native People History	Catu dos Eleotérios/Municipality of Canguaretama – RN

Source: Produced by the author, 2022.

To conclude this work, it is essential to highlight one last observation. Ten dissertations present an analytical reflection in connection with the proposition of didactic materials aimed at Basic Education. We identified the elaboration of didactic sequences, videos, podcasts, interactive websites, source guides, lesson plans and inventories of audiovisual materials. Products of this nature are constituted as “social and cultural works”, insofar as they allow educators and students to “cultivate research procedures; explore data collection methods; develop questioning attitudes to learn to interrogate works, their uses and their messages; questioning their relationships with individuals, groups, places and societies” (FERNANDES, 2012, p. 93), among other possibilities applicable to students with different singularities and cultural repertoires. After all, Brazilian society itself, in a veiled or explicit way, contributes to the legitimization of ideologies about the stigmatized, placing them “in a condition of inferiority or human incompleteness, justifying the use of specific terms “disabled”, “crippled” or “retarded” which restrict their life opportunities” (KUMADA, *Op. Cit.*, p. 13).

Despite these stigmas, there are differences between the terms “inclusion” and “inclusive education”. The first consists of a political proposal for action and insertion of people with disabilities. The second is a political objective that incorporates Special Education as a sub-area, represents a

change in the paradigm of education for all and presupposes actions aimed at carrying out permanent transformations in pedagogical practices and in the school environment. These differences are related to the systematized discussions in the Federal Constitution of 1988, Article 208, regarding the State's duty to guarantee specialized educational assistance to “people with disabilities” in the regular education network. However, the name in evidence still evoked the conception of disability as a provisional, portable condition, which is why it became, from the end of the 20th century, a mistaken nomenclature and restricted to the perspective of adaptation.

Still inspired by the concept of integration, the Law of Guidelines and Bases of National Education, from the perspective of flexibility and equal access to the basic training process, defines Special Education as a modality of education that demands supplementary or complementary specialized assistance, from Early Childhood Education, for students with global developmental disorders, high abilities or giftedness. Like the National Policy on Special Education (1994), this legislation encourages society to adopt inclusive postures, since it is based on the perspective of equity and the defense of the universal right to citizenship. In view of this, teachers and administrators are responsible for learning about new concepts under discussion, establishing mechanisms for dialogue with the school community and, above all, diversifying teaching practices, in order to ensure the full development of students, encourage attitudinal changes in the classroom to contribute to minimize the disparities between the words of the law and the meanings about the “subjects of the fault”, naturalized in the social mentality.

Instigated by these questions and problems, teacher Tarsila Teijeiro, for example, developed a didactic material that has as its central axis the reading and analysis of the short story “A escrava” (1887), written by the novelist Maria Firmina dos Reis. This material seeks to understand the process of abolition of slavery and issues related to the achievement of women's rights in the 19th century, the roles attributed to them and women's agencies in that period, from the perspective of Social History. This proposal, aimed at Youth and Adult Education, addresses the contents of the Second Reign in Brazil, shifting women from a passive role to the role of historical subjects. As the author highlighted, the gender factor – in this modality – is present in the configuration of the classes, since the YAE classes are composed of adult women, away from school due to domestic work. “Alongside these women are increasingly numerous groups of adolescent boys, who are transferred to YAE classes due to learning difficulties, repeated failures or constant acts of indiscipline” (TEIJEIRO, 2020, p. 97-98). As pedagogical material, this and other texts, photos, maps or objects undergo significant metamorphoses and leave their original purpose to be discussed from an inclusive perspective. This purpose needs, therefore, to assume a central role in the intervention of the History professional in the school routine.

Final considerations

This research demonstrated the need for the historian, from his teaching profession, to produce academic works that deal with the relationship between the teaching of History and educational inclusion. The theses and dissertations emphasized and interpreted through document and content analysis point to the difficulties of the school community, in multiple regions and educational institutions in Brazil, in the implementation of a school model based on hemerographic research around historical problems, referring to all subjects who experience the classroom floor. At the same time, the documentary corpus analyzed – mainly the master's theses developed within the scope of the “ProfHistória” program – presents alternatives to overcome the problem of segregationist conceptions in the teaching-learning process. Examples of this are the development of visual and audiovisual didactic resources aimed mainly at students with PwD and deafness, as well as Youth and Adult Education, Quilombola Education and Rural Education.

However, it is important to underline the gaps and deficits pointed out by the researchers. Firstly, the absence of adequate teaching qualifications to deal with students who have global developmental disorders or high abilities, as well as the insufficiency in articulating pedagogical actions aimed at these students in a feasible, purposeful pedagogical plan built by the school community. Secondly, academics point to the prevalence of the argument of integrating students who have specific needs, which makes it difficult to propose projects that value the identity constitution of this public, their authentic agency in the school space and the protagonism of the subjects.

These problems became clearer as we noticed the absence of historical research located at the interface between teaching History and inclusive education in national journals, as well as the lack of specific works on autistic students and/or those with genetic syndromes. Therefore, we realize the pertinence of this article to encourage the creation of new narratives about inclusion, which should avoid – increasingly – the hegemony and primacy of academic content to the detriment of the “daily exercise of cooperation and fraternity, of recognition and of the value of differences, which does not exclude interaction with the universe of knowledge in its different areas” (MANTOAN, 2003, p. 9). We consider, therefore, that the effectiveness of inclusive education constitutes one of the multiple challenges to be faced by teachers in their teaching practices. These challenges reverberate in the legislation, but mainly in the actions and pejorative speeches attributed to the “special student”, a term often used by common sense and by digital information vehicles to name and subdue students who need specific learning conditions.

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