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**CONTINUOUS TRAINING  
OF TEACHERS IN  
EAD: APPROACHES  
BETWEEN  
CONSTITUTIONAL LAW  
AND PEDAGOGICAL  
PRACTICE**

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**Abstract:** This report presents some results of the Extension Program “Human rights and school inclusion in basic education teacher training: approximations between constitutional law and school practice”, whose objective is to provide spaces for knowledge, dialogue and exchange of experiences, based on of three actions, and we will focus on the action that deals with ‘The Statute of Children and Adolescents in the school curriculum of basic education: challenges and possibilities’. This action had one hundred and seventy-five participants, mediated by the Moodle platform, and, some face-to-face moments, organized into five modules. Preliminary results point to the importance of keeping the discussion present in school contexts, considering the legal obligation to be included in the elementary school curriculum. With this, we found that the dialogue and reflection on the subject has been a tonic to bring the university and the community together, and contribute to the expansion of the debate that directly reflects on teacher training and, consequently, on pedagogical practice.

**Keywords:** Continuing Teacher Education, Distance Education, Constitutional Law, Pedagogical Practices.

## INTRODUCTION

This report presents the Extension Program “Human rights and school inclusion in basic education teacher training: approximations between constitutional law and school practice”, with some partial results, submitted and approved by Notice PAEX-number: 03/2014, of “Universidade Estadual de Santa Catarina (UDESC). The program aimed to provide participants with spaces for knowledge, dialogue, learning and exchange of experiences about human rights and school inclusion as a way to transform school practice.

The offer of this extension program was

motivated by the need to expand the spaces for discussion and learning in the process of educational inclusion that Brazilian society is currently experiencing, considering a very significant request for training by managers linked to municipal and state levels, from Santa Catarina.

With the implementation of educational policies for school inclusion, the municipal and state education networks of Santa Catarina have lacked attention to teacher training, mainly due to the provision of special education services present in basic education, which has been demanding from their managers, a more effective reorganization. In addition to enabling teaching, research and extension, through university extension, we also have the support of the Inclusive Education Laboratory of the Distance Education Center (LEDI), in order to promote the articulation of other segments of the community in general.

The program includes three extension actions, namely, the course ‘The Statute of Children and Adolescents in the basic education school curriculum: challenges and possibilities’, the course ‘Management of special education services in the context of basic education in Santa Catarina and the course ‘Accessibility and permanence of students with special educational needs in public schools’. These actions are developed in the form of distance education, through the Moodle platform, in the virtual learning environment (AVA) and in some face-to-face moments, in which participants participate in lectures, workshops, among other activities that allow them to exchange knowledge and socialization of experiences. Thus, the democratization of knowledge in the field of special education makes room for dialogue, exchange of experiences and learning.

In this direction, the present report will dwell on the partial results of the action that deals with ‘The Statute of the Child and the

Adolescent in the school curriculum of basic education: challenges and possibilities.' This action proposes to contribute to discussions on human rights policies, aimed at the school inclusion of students with disabilities and in vulnerable situations.

## **CONSTITUTIONAL LAW IN SCHOOL EDUCATION**

The implementation of the Child and Adolescent Statute (ECA) in the early 1990s, through Law N° 8.069/1990 (BRAZIL, 1990), significantly marked Brazilian society, with emphasis on the field of school education, considering its applicability in this context.

This Law, according to Mori (2012, p. 658), needs to be understood "as an advance in the tutelary action of the rights and duties related to childhood and adolescence, not constituting a law of control, but of protection at the level social and legal".

Since its implementation in Brazil, in 1990, the ECA has achieved some achievements in this path and, at the same time, a great challenge in the context of schools, that of reaching Elementary Schools throughout the country, through Law 11,525, approved on September 25, 2007, which amended the Law of Guidelines and Bases of National Education (LDBEN, 1996), determining the mandatory inclusion, in the Elementary School curriculum, contents that deal with the rights of children and adolescents, according to Article number 32, paragraph 5 "The curriculum of fundamental education shall include, obligatorily, content that deals with the rights of children and adolescents, having as a guideline Law number, observing the production and distribution of adequate didactic material".

The idea of this discussion was to think together with the participants of the action 'The Statute of the Child and the Adolescent in the school curriculum of basic education:

challenges and possibilities', possibilities of inserting in the curricular organization of Elementary Education, the knowledge present in the ECA (BRAZIL, 1990) as a guideline for pedagogical practice, in articulation with other disciplines, in basic education. In this context, the general objective of this action was to equip education professionals and other interested parties to act critically and proactively in school and non-school spaces of human development, education based on the policy of promotion, protection and defense of constitutional rights.

The specific objectives of this action include: Knowing the conceptual aspects that underlie the debate on social protection networks, based on the inclusion of the Child and Adolescent Statute in the school curriculum of basic education; Identify the role of the school, the community and public services in building and strengthening a social protection network aimed at schooling vulnerable students; Discuss strategies for pedagogical work in the inclusion of people with disabilities and students and vulnerable situations in basic education spaces and in non-school spaces; Approach different methodologies for pedagogical work with people with disabilities and in vulnerable situations; Motivate the exchange of knowledge and experiences of education professionals and others interested in the subject.

## **STATUTE OF THE CHILD AND ADOLESCENT IN THE SCHOOL CURRICULUM**

The course 'The Statute of Children and Adolescents in the basic education curriculum: challenges and possibilities', linked to the Extension Program "Human rights and school inclusion in basic education teacher training: approximations between constitutional law and school practice ", with the participation of one hundred and seventy-five participants,

including school administrators, teachers and classroom assistants, and other educators from around the management of the 20th and 36th Secretariats of Regional Development (SDR)<sup>1</sup> of Santa Catarina, e interessados da comunidade em geral, que se constituiu o público alvo.

This action was developed in five modules. The first made it possible to read, interpret and analyze the course logo; the second discussed the legal and historical frameworks of the Rights of Children and Adolescents in Brazil; the third dealt with Protection Networks; the fourth discussed the role of the school, the community and public services in building and strengthening a social protection network, finally, module V discussed the possibilities of inserting the Child and Adolescent Statute as a curricular component, based on the socialization of innovative practices.

The methodology used in the development of the activities of this action took place through the use of communication and information technologies, in the distance modality, more specifically the internet, through the resources available in the virtual learning environment, through the Moodle platform, a space in which the participants had available support materials, proposed activities, discussion forums, video classes, chats, e-mail, polls, among other possibilities for interaction available on the web, as well as involving face-to-face meetings mediated by socialization of activity, lectures, workshops, thus becoming rich spaces for learning and exchanging experiences on the subject in question, totaling 60 hours.

## REPORT OF THE ACTIVITIES DEVELOPED IN THE ACTION

In order to initially involve the course participants in the discussion, referring

<sup>1</sup> The 20th SDR comprises the municipalities of Capivari de Baixo, Gravatal, Jaguaruna, Pedras Grandes, Sangão, Treze de Maio and Tubarão, and the 36th SDR comprises the municipalities of Armazém, Braço do Norte, Grão Pará, Rio Fortuna, Santa Rosa de Lima, San Ludgero and San Marino.

to the fundamental rights of children and adolescents, we sought to develop an activity that resulted in a reflective and interpretive analysis of the Course Logo, having as a theoretical basis the Article, number 4 of ECA (BRAZIL, 1990) and Article number 227 of the Federal Constitution (BRAZIL, 1988).

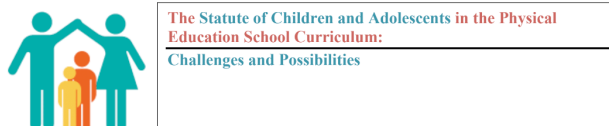


Figure 1: Logo for the course 'The Statute of the Child and Adolescent in the school curriculum of basic education.

Source: Elaborated by the authors and available on the Moodle platform

From the logo and the articles discussed in module I, the course participants had the opportunity to reflect and report their understandings about which actors would be responsible for the protection of children and adolescents.

In Module II, we tried to place them on the historical and legal framework of the rights of children and adolescents in Brazil, proposing to the course participants the reading of the article "The Right of Children and Adolescents", by Maria Lígia Malta de Farias (2013), and as an activity, the elaboration of an Infographic (Timeline) recording the main events and laws that seek to consolidate the rights of children and adolescents in Brazil. The objective of this second module was to demonstrate to the course participants how recent the history of guaranteeing the rights of children and adolescents in Brazil is and, therefore, the need to advance through the enforcement of laws, in particular the Statute of Children and Adolescents.

In order to reinforce the importance of the Protection Networks, recommended by the Federal Constitution (BRAZIL, 1988) and by the ECA (BRAZIL, 1990), in module III, the reader was asked to read the article “Social Protection Networks for Children and Parents”. Adolescent: Limits and Possibilities”, by Antônio José Ângelo Motti and Joseleno Vieira dos Santos (2008), with the intention of elaborating a report on the composition of the Protection Networks of their respective municipalities. With this, we seek to encourage course participants to research and learn about how the Protection Network of their municipalities is composed in order to develop a critical analysis of their own reality.

During this third module, we had a face-to-face meeting, held at the University Campus of Tubarão/SC of “Universidade do Sul de Santa Catarina” (UNISUL), a higher education institution that is a partner of this extension program, which made the auditorium available, a space in which it provided better access to course participants, considering the proximity of both the 20th SDR and the 36th SDR. This face-to-face moment took place on June 30, with a workload of six hours, and aimed to discuss in greater depth, the knowledge mediated in the first modules of the online course, in addition to enabling participants to share pedagogical strategies to work the ECA, in a transversal and interdisciplinary way.

The face-to-face meeting started with a moment of Storytelling where the course participants had the opportunity to listen to the story “Choco finds a new mother”, a story from children’s literature, very reflective and emotional, which portrays the current reality of the issue of the right to family, adoption and also the different configurations that families can have. After the choco story, all the course Modules developed on the Moodle platform were resumed in order to deepen the topics

covered and, mainly, to promote a moment of interaction, reflection and dialogue with the participants about the themes. At this face-to-face moment, we can verify the understanding of the course participants on the subject, highlighting that most already demonstrated mastery of the contents addressed online, as well as interest in them. The teaching and debates, carried out by the participants, were marked by moments of reflection, emotion and laughter, providing a greater involvement of the participants in the discussions and proposals on the subject.

The face-to-face meeting also had a Storytelling workshop, which aimed to present to the participants some techniques of this ancient art, suggesting, above all, Storytelling as one of the possible pedagogical strategies for the insertion of ECA knowledge in the curricular organization of elementary school. The enthusiasm and motivation of the participants in relation to Storytelling, from an inclusive education perspective, was evident throughout the workshop.

It must be noted that this action also includes the realization of the IV Module, which proposes the debate on the role of the school, the community and public services in the construction and strengthening of a social protection network and, finally, in the V module we propose possibilities of insertion of the Statute of Children and Adolescents as a curricular component in elementary education, through the obligatoriness of Law 11.525/2007, which amends the wording of LDBEN 9394/96 (BRAZIL, 1996). The intention is for participants to develop, in this last module, a Teaching Project foreseeing and suggesting the inclusion of ECA contents in the curriculum of the schools where they work. The Project must be prepared in such a way that it can be applied in the pedagogical practices of the participants.



## FINAL CONSIDERATIONS

From the university extension proposal, which plays an important role in the academic community and for the community in general, the University has become a space that promotes the inseparability between teaching, research and extension, a constitutional principle defined by the National Policy for University Extension ( BRAZIL, 2012, p. 15) based on “an interdisciplinary, educational, cultural, scientific and political process that promotes transformative interaction between the University and other sectors of society”.

With this, as Program Coordinator and Action Coordinator, we understand that dialogue and reflection on the theme has been a tonic to bring university and community together, and contribute to the expansion of the debate that directly reflects on training and human relations.

The preliminary results around the action ‘The Statute of the Child and the Adolescent

in the school curriculum of basic education: challenges and possibilities’ whose purpose was to know conceptual aspects that underlie the debate on social protection networks, from the insertion of the ECA in the school curriculum of basic education, point to the need to keep the discussion present in the contexts of schools, considering the legal obligation to be included in the curriculum of elementary education. Participants also warn of the importance of expanding this discussion to other levels of basic education.

In this context, we emphasize that the Distance Education modality, through its technological information and communication tools (ICT), has favored the expansion of extension courses and the scope of participants, guaranteeing the same quality of academic extension in the face-to-face modality and the inseparability between teaching, research and extension.

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