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THIRST
Av. Pastor Martin Luther King
Júnior, 126 (Torre 2000 Sala 104)
Del Castilho
Rio de Janeiro - RJ - Brasil
CEP 20765-971
TEL: +55 (21) 3490-5511

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E-mail: editor@ijeresearch.org

SUMMARY

INCLUSIVE ASSESSMENT AND EQUITY IN EDUCATION: PATHWAYS TO DIVERSITY

AUTHOR

Eliane Maia Miranda Moreira: Master's student in Educational Sciences at the Universidad UNIDA Program, graduated in Pedagogy from the Fundação Educacional Unificada Campograndense (2004). Specialist in Early Childhood Education from the Faculdades Integradas de Jacarepaguá (2007). Postgraduate in Psychopedagogy: Clinical-Institutional from Universidade Gama Filho (2013). Course in Neuropsychopedagogy and Inclusive Special Education at the Postgraduate level from the Faculty of Sciences, Education, Health, Research and Management (2017).
Contact: eliane.maia.ped@gmail.com / 21 – 964013218

ABSTRACT

This article reviews literature on practices included in education, with the aim of promoting learning em equitativa for all students. The review addresses theoretical approaches and exceptional practices, highlighting studies from the field that demonstrate the benefits of aval Inclusive actions are not better than prendizagem. They also address common challenges faced by educators in not implementing these practices, offering good advice. There are plenty of evidence to overcome them. Research shows the importance of adapting to new educational contexts is different, seeing as ensuring that all students have fair opportunities for involvement. It is concluded that the effective implementation of inclusive practices does not only promote equity, but is also strong it is the educational environment as a whole, incentivando the acadêmica part of all students.

Keywords: Inclusive Assessment, Educational Diversity, Equitable Education, Assessment Practices.

INTRODUCTION

Don't look for a truly inclusive education, but rather the practical ones that give you a crucible al. As pointed out by Torres (2020), "inclusive assessment is not only a means of verifying the knowledge acquired by students, but It is also important to note that all students, in addition to their individual caracteristicas, have fair opportunities to demonstrate its prendizado". This approach does not only reflect, but also shapes the standards of inclusion within the classrooms . This article aims to explore and analyze critical practices inclusivas, seeking to identify not only the benefits of these approaches for the promotion of an apprenticeship equitativa, but also the stratégias mais maificazes for its implementation.

To finish this, we will only highlight a summary of the most common approaches and relevant practices s to the avaliation inclusiva presentes na literatura acadêmica. According to Santos (2021), "the diversity of methods and techniques used in inclusive assessment is not aptation to the needs of students". This analysis will not only provide insight into the basic theory that sustains these practices, but will also provide valuable lessons from These are case studies and empirical research that demonstrate its positive impact on student learning (Silva, 2019). Furthermore, identifying the common challenges and barriers faced by educators in adopting these practices is essential. As highlighted by Lima (2018), "the lack of specific training and adequate resources are frequently cited as obstacles to the implementation of inclusive assessments".

Finally, the study aims to highlight the best practices and recommendations offered by experts, In a comprehensive bibliographic review. According to Almeida (2022), "the systematic review of the literature is essential for the identification of estrategias eficazes that can be adaptadas to the different educational contexts". In this way, it will be possible not to just adapt, but also to implement practices that ensure the inclusion of all students, promoting an equitativa education whe respeite e valorize a diversidade de necessidadedes e contexts Existing educations.

METHODOLOGY

The methodology used in this study consisted of a systematic review of the literature activities included in education. Databases of scientific data were consulted, such as Scopus, Web of Science and Google Scholar, using relevant search terms such as "avaliation inclusiva", "equitativa education", "avaliativas practices", among others. Articles were selected from poems, books and field studies that provide theoretical and practical insights on the topic. The analysis of the data included the identification of patterns, trends, and gaps in the existing literature, in addition to a syntax It is critical of the evidence found.

PRESENTATION AND ANALYSIS OF RESULTS

The evaluation inclusive represents an educational program that goes beyond the simple measurement of students' knowledge and skills. It is only a fund that can provide opportunities for all students to demonstrate their knowledge. maneira significativa e commensurate with their needs individuais (Ferreira, 2017). This is simply a matter of adopting practical practices for those who are sensitive to individual differences, taking into consideration eration does not only focus on academic performance, but also aspects such as prendizagem styles, cultural contexts and students.

Contrary to traditional approaches, which are often punctuated, it is avalia Inclusive

tion promotes varied and flexible assessment methods. As stated by Santos (2019), "the discovery of alternative methods is essential to consider. and the students' power, allowing for a fairer and more comprehensive assessment." This includes projects and group work up to well-founded practical demonstrations in portfolios or demonstrations. This is by providing multiple opportunities for students to demonstrate their authentic knowledge.

In addition to adapting the assessment methods, inclusive assessment is also concerned with adapting the assessment criteria for improve the individual progress of each student (Almeida, 2020). This is simply a great way to save money, but they are also flexible enough to accommodate r as specific needs of students, especially those with weaknesses or difficulties learning.

One of the essential aspects of inclusive assessment is its focus on the active participation of students in the assessment process. As argued by Souza (2018), "self-employment and co-ordination are practices that empower students, empowering them to take on It is an active role in reflecting on one's own development and defining methods for the future." This does not only strengthen the autonomy of students, but it also contributes to an environment of collaborative prendizagem It's engaged.

In the context of inclusive education, advocacy should be seen as a tool that does not just mean, but also promotes involvement It's the students' integral. As stated by Silva (2021), "inclusion assessment should be seen as a continuous and dynamic process, which is adapted to of students over time, increasing personal and academic growth." This is an approach that values individual progress and offers constructive support to encourage development continuous message from students.

Finally, effective implementation of inclusive practices requires collective commitment from educators, Schools are formulators of educational policies. According to Torres (2023), "collaboration between different educational actors is fundamental to ensuring that the practices tivas are fair, equitativas and promoters of inclusion in all etapas of education". This joint effort is essential for overcoming challenges and promoting a valuable culture that truly brings value to div This is unique to each student.

As theories of learning constitute the spine back of the contemporary understanding of how individuals acquire knowledge and develop skills throughout their academic lives. From the strange formulations of Skinner's behaviorism to the most recent advances in Piaget's constructivism and no other Vygotsky's sociocultural approach, which provides a unique perspective on the ancient processes involved in learning (Piaget,1972;Vygotsky,1978; Skinner, 1953). The understanding of these theories is essential not only for educators, but also for those formulating educational policies who are looking for inclusive and efficacious practices. Vygotsky's sociocultural theory, for example, emphasizes the crucial role of social and cultural contexts in development cognitive function of individuals. According to Vygotsky (1978), prendizagem is a process that only takes place through social media, where the aprendiz builds is knowledge ait that ineteration with other members maiste experientes of society. This approach suggests that practicums should consider not only the individual performance of students, also the social and cultural context in which they are aware, thus promoting a fairer and more inclusive promotion.

Piaget's constructivism argues that knowledge is not simply transmitted to students, but constructed actively by them It's about

exploration and interaction with the environment. Piaget (1972) proposed stages of cognitive development that influence students as they learn. aptam information. For inclusive assessment, this is important to recognize that each student can be in different internships Development is, therefore, requires avaliative methods that are sensitive to these individual differences.

Skinner's behaviorism, on the other hand, focuses on observable behavior as a result of external stimuli and reinforcement. Although their views have been criticized for their emphasis on measurement, Skinner (1953) contributed significativament for the development of assessment methods that are accurate and consistent. Today, the best approach is to influence those practices that seek objectives and rigor in measurement action of student performance.

The distinction between formative assessment and summation is also fundamental to understanding how students are assessed throughout the process educacional. Formative assessment, as developed by Black and Wiliam (1998), is a tool for monitoring students' progress during the spring This is done by offering continuous feedback that can inform both students and teachers about the next step in learning. Already the summative assessment helps to improve the learning achieved at the end of a period or unit of teaching, providing a of students' overall performance in relation to specific learning objectives (Black & Wiliam, 1998).

The admonition for competences and skills emerges as a response to the need to avenge not to rely on actual knowledge l of the students, but also their practical skills and competence among three students. This approach recognizes that students need to involve skills that go beyond memorizing facts, such as critical thinking co, effective communication and collaboration (Trilling & Fadel, 2009). Therefore, the inclusive practices must be undertaken to demonstrate the skills that enable students to demonstrate these times. abilidades de maneira autentica and contextualizada.

Authentic assessment, in turn, proposes that students are assessed through tasks and situations that are the same These are the challenges of the real world. This approach, as described by Wiggins (1990), seeks to assess the knowledge and abilities of students in authentic contexts It's relevant to your future lives. By involving students in meaningful projects that address serious problems, academic awareness promotes deeper learning It's engajada, at the same time as alinhada with the demands of the contemporary world (Wiggins, 1990).

The digital technology also provides a growing role in the inclusion of inclusion, allowing for the adaptation of the method These are assessment methods to meet students' individual needs. Online learning platforms, adaptive software, and data analysis tools offering new possibilities ades for avaliation personalizada e formativa (Williamson, 2017). These technologies do not only facilitate the collection and analysis of data on student performance, but they also support implementation tion of strategies that can benefit all students, in addition to their skills and special necessities (Williamson, 2017).

The implementation of inclusive practices requires an ongoing commitment to educational equity and justice. This involves not only adopting assessment methods that are sensitive to students' needs, but also promoting a culture that has value ze a aprendizagem as a continuous and dynamic process (Nicol & Macfarlane-Dick, 2006). By considering the great prendizagem and its implications for avaliation, educators are better off Stopped

by developing social practices that promote inclusion, student engagement and long-term academic success.

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Inclusive assessment means recognizing and respecting the diversity of experiences and abilities that students bring to the classroom. As Black et al. (2003) point out, "inclusive assessment is not just about adapting instruments, but about recognizing and valuing the variety of ways of learning and demonstrating learning". This implies a repertoire of assessment methods that are flexible and accessible, ensuring that all students have the opportunity to show their progress in an authentic way.

In addition to considering the theories of prendizagem, it is essential to explore how educational policies and regulations influence enciam a implementation of inclusive practices. In the international context, for example, the Convention on the Rights of Persons with Disabilities (UN, 2006) emphasizes the right to education The inclusive action is necessary to adapt the educational system to ensure inequitable access. full participation of all students.

In Brazil, Decree No. 7,611/2011 establishes the provision for school inclusion, or Therefore, schools promote educational practices and encourage those who reach the needs of students with disabilities (Brazil, 2011). These policies reflect a global movement towards inclusive education, where advocacy is a crucial role in It provides an equitable education for everyone.

However, the effective implementation of inclusive evaluation practices is not without challenges. Resistence to change because of some educators, lack of adequate resources, and lack of ongoing training are common obstacles which can hinder the adoption of less inclusive approaches (Gomes, 2018). Overcoming these challenges requires a collective and ongoing commitment to professional development and the development of within the educational institutions.

Finally, inclusive education should not be seen as an end in itself, but as a means to promote quality education ra all students. By understanding teaching principles, ethical considerations, and informed teaching practices, educators can believe There are ambientes de prendizagem whe respeitem e valorizem a diversidade, preparering students do not apenas for the academic success, but also for the 20th-century global society.

The evaluation inclusiva is a fundamental educational approach that transcende a simple measurement of students' knowledge and skills. According to Ferreira (2017), it is only caracteriza for practices that are not limited to the application of these standardized, but that We pay special attention to the students' individual contributions. This broad concept of assessment ensures that all students have equal opportunities to demonstrate their teaching izado, independentemente from your skills, learning styles or personal conditions.

At the heart of the inclusive assessment is the recognition of the people within the halls of the church. Diversidade is not only

restringe apenans a cognitive issues, but also encompasses emotional, social and physical aspects sounds of the students. In this sense, inclusive practices seek to adapt to the individual carcteristicas of previous studes, ensuring that everyone has an environment conducive to demonstrating their personal educational potential.

By adopting flexívei approaches and diferenciadadas, avaliation inclusiva promotes a more fair educational environment gualítário. It's just the language for your task of adjusting methods and criteria to meet specific needs icas of the students. This flexibilidade not only supports the students of learning styles, but also empowers students to ermitir that they are part of the assessment process (Lima, 2019).

A crucial aspect of inclusive assessment is its role in promoting student self-esteem and engagement. When avaliative methods are adaptated to the caractericas individuaiiiiis estudaiis, iis nat abenas better acad acad Emic, but it also strengthens your self-confidence and motivation to learn. This holistic approach recognizes that educational success is seen in addition to the notes obtained from these standardized, embracing This is why each student has a unique path to development (Ferreira, 2017).

In the context of inclusive education, assessment should not be seen as an isolated event, but as an integrated component of the ongoing educational process. It provides regular and continuous funding, which is essential for educating both students and educators agem. In this way, inclusive assessment does not only measure the progress of students, but also informs and shapes teaching practice. when all students receive the support they need to achieve their maximum potential.

The educational legislation dempenha a significativo role in supporting the iimplementation of inclusive avaliativas practices as. In many countries, including Brazil, laws have been established to promote school inclusion and education. pedagógicas raticas and avaliativas at the specific necessities especificas of students (Brazil, Ministry of Education, 2020). These policies provide a legal framework that supports the adoption of inclusive approaches to education, reinforcing commitment to provide education for everyone.

Despite the clear benefits, the implementation of inclusive assessment faces significant challenges. One of the main obstacles is the need for continuing education and professional development of educators. Many teachers may not be comfortable with alternative assessment methods or may face resistance to change in their practice icas pedagógicas estabelecidas (Gomes, 2018). Overcoming these challenges requires investing in adequate support and support for education professionals.

In conclusion, inclusive assessment is not just an educational tool, but a commitment to justice and equity in education. By recognizing and adapting to the diverse needs of students, it not only strengthens individual learning, but also promotes an inclusive and welcoming school culture. Through assessment practices that consider students' individual characteristics, we can build a more responsive and compassionate education system, preparing students not only for academic success, but also for full participation in society.

Valuation as an instrument to guide inclusion in the contemporary educational context eo. An inclusive school does not need to be limited only to the deconstruction of cultural and historic parks but also to the construction of a new school culture that can be seen as welcoming and accessible to all students. Inclusive education sees not only the academic development of students, but also their social

and emotional integration, recognition when every individual owner has only one thing that should be done to promote a prendizagem equitativa (Vitorino & Grego, 2017).

Students with intellectual disabilities, for example, present special assignments that provide an approach to disability. erenciada na avaliation. They may have difficulties processing complex information or simply adapting to new the situations, in addition to facing challenges in the expression and control of their emotions (Glat et al., 2009). In this sense, the inclusive assessment does not just adopt the assessment methods, but also seeks to understand and respect them We have the prendizagem of these students.

Flexibility in assessment methods is crucial for all students to have fair opportunities to demonstrate It's learned. According to Lima (2019), this flexibilidade allows teachers to adjust their assessment practices according to their needs idades individuais of the students, thus promoting a more equitativa and effective prendizagem. Alternative assessment models, such as formative assessment and portfolio assessment, have been shown to be effective in offering a more comprehensive and continuous view of student progress over time (Alves, 2020).

A school inclusion, embasada na legislation and educaciade policies and iguald In addition to opportunities, it requires constant reflection and reorganization through teaching institutions. An inclusive school is not just about adapting to certain situations, but it must be committed to a teacher Continuous lesson and constant improvement in your teaching and avaliative methods (Nacional Council of Education, 2001).

It is fundamental that avaliation in the inclusive school is funcional, signifificativa and abrangent. This means that preventive methods should not only provide information about students' academic progress, but also In the absence of guidance and adjustment to teaching practices in order to better meet the needs of individual students. student collectives (Horna, 2010). The comprehensive functional assessment is not adaptable to students' specific needs, as ficativa garante the results sejam relevantes and aplicáveiis ain the educacional and social context of the studies. The school is inclusive, therefore, not only is it a physical space or curriculum, but it is an opportunity to embrace Prendizagem is the development of all students. It is a dynamic environment that promotes equity values, in response to the differences and participation of all members of the community. school unit (Sampaio & Sampaio, 2009). By adopting an inclusive approach, schools do not fulfill their educational role, but they also contribute significativamente for the formation of a fairer and more inclusive society.

Finally, inclusive assessment cannot be seen as an isolated process, but rather as part of a continuous effort to improve quality. It provides education for everyone. It requires a constant reflection on the practices that are being practiced, always aiming to promote the effectiveness of teaching It is the students' integral development (Agut, 2010). Therefore, the inclusive school does not only welcome students, but it also adapts and evolves to meet new needs This is true of your students, providing a quality education that is accessible to everyone.

The results of review indicam that the inclusive practices are fundamental to promote an equitativa education. Case studies show that assessment methods that are sensitive to students' differences can be better teaching is teaching and schooling. The most common challenges faced by educators include a lack of specialized training and adequate resources to implement them only the practices of

effective maneira. Base recommendations are evident from educational policies that support daptation and implementation of inclusive assessments in different educational contexts.

Study/Reference	Main Results
Torres (2020)	The inclusive assessment does not just verify the knowledge gained, but it also provides fair opportunities for all students.
Santos (2021)	Diversidade of methods and techniques used in the avaliation inclusiva reflete anessidade of adaptation to the necess ages of students.
Silva (2019)	Case studies have demonstrated the positive impact of inclusive student teaching practices.
Lime (2018)	Lack of specific training and adequate resources are common obstacles to implementing inclusive assessments.
Almida (2022)	Systematic review of the literature is essential to help improve efforts these educational contexts.
Vygotsky (1978)	The socio-cultural theory is important and the importance of the social context and the cultural context in the cognitive development of students.
Piaget (1972)	Piaget's constructivism defends that knowledge is constructed actively by students through exploration and interaction with the environment.
Skinner (1953)	O behaviorismo de Skinner influencia práticas avaliativas focadas em mensuração objetiva e condicionamento do comportamento.
Black & William (1998)	Differentiation between formative assessment (continuous monitoring of progress) and summative assessment (final assessment of learning achieved).
Trilling & Fadel (2009)	It is necessary to assess skills and competences beyond the factual knowledge of students.
Wiggins (1990)	Authentic assessment proposes to support students through challenges and situations in the real world, promoting a more in-depth prendizagem and engajada.
Williamson (2017)	Digital technologies facilitate the collection and analysis of data on students' performance, supporting implementation of strategies. iferenciadas.
Nicol & Macfarlane-Dick (2006)	It is necessary to promote a school culture that is valuable in learning as a continuous and dynamic process.
Torres(2023)	Collaboration between different educational actors is crucial to garantir righteous, equitable practices They are promoters of inclusion in all stages of education.

The implementation of inclusive prevention practices is a significant advancement in the search for equity It is effective in the educational process. By analyzing the data from different studies and sources, you can see what the inclusive assessment is beyond It is important to measure the knowledge acquired by students. It is proposed to create an environment of prendizagem that recognizes and is responsible for the knowledge of people, ecessidades e contexts individuaiis of the students.

The studies reviewed, such as those by Torres (2020) and Silva (2019), show how inclusive practices can only improve performance emic of students, but also promote a more welcoming and adaptable educational environment. This is crucial and especially in a context where the debt in our children's rooms is more

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often than not. The variety of assessment methods mentioned by Santos (2021) demonstrates how flexible sidades individuaiis estudents, permitinge a fairer abangent avaliation.

However, the challenges are not negligible. As pointed out by Lima (2018), there is a lack of adequate training and continuous sufficient resources to be a self-help for the full implementation of inclusive practices. Overcoming these obstacles to educational policies that favor the continuous support of teachers and appropriate placement and resources, ensuring that all schools have the necessary conditions to offer education verdadeiramente inclusiva.

In addition to the practical considerations, the basic theory underlying inclusion assessment is also relevant. Theories such as Piaget's constructivism, Vygotsky's sociocultural theory, and Skinner's best insight There are approaches to understand how students learn and how their knowledge can be validated in an effective and fair manner. The combination of these theories allows for a holistic vision of relief, understanding cognitive, social and behavioral aspects of the students. In short, the implementation of inclusion prevention practices is not only an ethical obligation, but also a necessary one. educational to ensure that all students have equal access to a quality education. Through educational policies informed by evidence and solid foundations, we can make progress in building our own stemas educacionais the atendam verdadeiramente to the needs of all students, promoting an ambiente of Inclusive and empathetic learning.

Discussion about the implementation of practices included in contemporary education This provides an approach to collaboration and collaboration among educators, school managers and policy makers educacionais. As mentioned by Torres (2020), the collaboration between these different actors is crucial for developing the efforts that they address the needs of students. Continuous formative assessment emerges as a central strategia in this context, allowing educators to monitor the program These students over time adjust their teaching practices to better meet their needs. Silva (2019) highlights the importance of adapting assessment criteria as a foundational measure for everyone students are entitled to fair and equitable treatment. This involves not only considering different sant styles of prendizagem, but also recognizing the different forms that It is the students who can demonstrate their knowledge. The integration of digital technologies, as discussed by Sentos (2021),

presents a unique opportunity for Person providing support, offering resources and resources that can be adapted to students' specific needs.

However, the effective implementation of inclusive practices is not isolated from the sygnificati you. Lima (2018) points out that there is an urgent need to invest in ongoing training for educators, in order to encourage them not to It's not just our assessment technicians, but it's also no understanding of the students' needs. The lack of adequate resources is also a central concern, especially in contexts where schools face restrictions or çamentárias que limitam sua capacidade de adotar technologies and estratégias pedagógicas inovadoras.

To overcome these challenges, it is essential that educational policies are informed by strong and good evidence There are so many solid pedagogicas. Vygotsky's sociocultural theory, for example, emphasizes the importance of the social and cultural context in students' learning, There is no need for assessments that recognize and value these aspects. In the same way, Piaget's constructivism is a valuable insight into how students construct Your knowledge is how your skills can be best validated in an inclusive environment.

By creating an educational environment that is valuable to the students' needs, they are Tuitions not only promote equity, but they also improve the results of aprendizagem. As observed by Mendes (2023), students who only feel recognized and supported in their difficulties have to do more activamente in the prendizagem process and demonstrate a maiist solid academic performance. This is not only beneficial to students, but it also contributes to the construction of a more just and inclusive society. a whole.

Therefore, a successful implementation of inclusive practices requires a collective commitment from everyone involved in the system It's educational. This includes not only educators and school managers, but also policymakers, who must create a supportive environment stop the development and dissemination of these practices. With appropriate investments in teacher training, access to technological resources and educational policies, fundaments in teor As we have learned, we can advance towards education verdadeiramente inclusiva e equitativa.

CONCLUSION

In conclusion, the inclusive assessment serves as an essential tool to promote an equitable education, This is to address the students' needs and potential. This study explored how adaptive assessment is flexible and not only reflete, but it also shapes the educational environment, When a culture is school, what value is diversidade and inclusion.

Throughout this work, we discussed how flexibility in assessment methods allows educators to adjust their practices s to address the students' individual caracteristicas, such as those with intelectual deficits, whose necessities specifications require different approaches. Models such as formative and portfolio assessment have been given by you as a means of offering a more comprehensive and continuous vision of the program It's from the students.

In addition, we address the importance of educational policies and regulations that sustain inclusive environmental practices ivas, ensuring that all students have access to a quality education. The inclusive school is not just restringe apenans a adapting to the necessidades present, but it is committed to the best It is continuous with its practices to support the educational and social development of students.

It is crucial to remember that inclusive assessment is not just a way to measure students' knowledge, but a powerful tool to It's empowering, empowering people to act on their own learning process. This doesn't just strengthen your self-confidence, but it also adds to your motivation for learning and your motivation to learn.

Finally, this study reinforces the idea that inclusive education is not an option, but rather a right for all students. Ao implementaras avaliativas that evem en consideration individe and necessidades That is, schools do not just fulfill their educational role, but they also contribute to the construction of a fairer society inclusiva. Therefore, inclusive inclusion is not just a matter of school inclusion, but it is essential for transforming the educational environment It is a truly welcoming and accessible space for all students.

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THE APPLICATION OF ENEMY CRIMINAL LAW AND SOME CONSEQUENCES IN THE LEGAL SYSTEM

AUTHOR

Marcos Sérgio Soares Dias: Master's student in Legal Sciences at UNIDA University, Investigator for the Civil Police of Minas Gerais.
Contact: marcos.jus.direito23@gmail.com

ABSTRACT

The purpose of this article is to demonstrate the possible consequences that may occur in the Brazilian legal system when the application of the criminal law of the enemy is used. The philosopher Günther Jakobs is considered the creator of the Theory of Criminal Law of the Enemy, whose primary objective is to treat criminals within society differently. According to Jakobs, there are 2 (two) types of offenders: common criminals and criminals who are enemies of the State. The first refers to those who commit any type of common crime, unlike the second, in which the crime directly affects the democratic and constitutional order of the State. Therefore, common criminals have the prerogative to use all procedural resources inherent to the process guaranteed to citizens, but the same does not apply to criminals considered enemies of the State, since they have become merely objects deprived of any type of constitutional rights and are no longer considered citizens.

Keywords: Crime Theory, Application in the Legal System, Enemy Criminal Law, Penalty, Federal Constitution of 1988.

INTRODUCTION

The main objective of this work is to directly and indirectly try to explain how the application of the criminal law of the enemy occurs and its consequences before the Brazilian legal system. Furthermore, for the purpose of writing this article, the dogmatic method will be used primarily and its construction will be based on the Theory of Crime, the Theory of the Criminal Law of the Enemy, the Penal Code and the Federal Constitution of 1988.

It is well known that since the emergence of humanity on Earth, crime has been present in various forms and under various pseudo-justifications. Criminal Law, a branch of law that helps teach the application of the law regarding crime, aims to act, among other segments, from the perspective of the state's punitive field. Man, then, no longer has the right to punish, thus passing this responsibility to the State. Criminal Law is, therefore, linked to Public Law and constituted by various special laws, however, today its main basis originates in 1940, through the Brazilian Penal Code (CPB). On the other hand, over the years, around 1985, the Theory of Criminal Law of the Enemy developed by the German scholar Günther Jakobs emerged. The main characteristic of the theory is that punishment is based on the perpetrator and not on the severity of the act performed or even on any possible omission.

The theory in question focuses on the application of jus puniendi in a differentiated manner when the reference is to highly dangerous criminals, differently from what would occur with the application of the penalty to the common person, that is, the common criminal, considering that for common criminal law, the law based on all the norms and guarantees provided for in the Federal Constitution of 1988 would not be able to act satisfactorily for subjects considered to be highly dangerous, and, therefore, those who commit crimes considered to be cruel, namely: crimes of terrorism, sexual crimes, crimes of criminal organizations, among others, are treated as enemies of the State, and therefore, they must necessarily, according to the theory of enemy criminal law, have the application of the strictest legislation when compared to the common citizen, where the latter will have the prerogative to enjoy the benefits of substantive law and procedural law.

In Jakobs' view, the enemy theory of criminal law is a specific branch that has a place in law and its main scope is to combat a certain class of criminals, that is,

it refers to that class of crimes considered serious.

On the other hand, Professor Fernando Capez, with his singular brilliance, teaches us that:

> [...] disapproval is not established based on the seriousness of the crime committed, but on the character of the agent, his lifestyle, personality, background, social conduct and the reasons that led him to commit the criminal offense. Thus, within this conception, there is a culpability of character, culpability for life conduct or culpability for life decision. (CAPEZ, 2005, p. 115).

Thus, it is concluded that the Criminal Law of the Enemy is considered as the exception to the traditionally known law, where its objective is to decimate those who pose a risk to society through highly dangerous crimes, having as a basis for justification the character of the agent, his lifestyle, his personality, his background, his social conduct, in addition to the reasons that caused the agent to commit the aforementioned criminal offense.

In other words, unlike traditional law that values the maintenance of the legal system, enemy criminal law does not offer a guarantee, even a minimal one, so that the offender (the one considered an enemy of the State) can be treated at least as a person holding rights.

DEVELOPMENT

The characteristics of the Theory of Crime and its application in the legal system

The doctrine and jurisprudence explain that criminal law is made up of a set of legal norms that establish the regulation of the state's punitive power. The State, through criminal law, is also responsible for defining crimes and linking penalties or security measures to crimes committed, as well as acting in the imposition of sanctions established in legislation, which do not allow for a possible life imprisonment, since there is no point in having a law that determines that something is considered a crime, but does not make it clear what that is amount of the penalty imposed. In this regard, criminal legislation was responsible for defining what is considered a crime and what is not a crime.

The CPB, to date, does not include, in all its material, any reference to the provision of a concept of crime. With this information, criminal law professor Rogério Greco (2016 p. 195) asserts that only the Introductory

Law to the Penal Code in its article 1 was the norm that presented a criterion for analyzing the incriminating criminal type and a way of distinguishing the crime from a misdemeanor.

According to the doctrinaire Greco, below is the aforementioned Law of Introduction to the Penal Code alluding to the aforementioned article:

> Article 1: A crime is considered to be a criminal offense for which the law imposes a penalty of imprisonment or detention, either alone or alternatively or cumulatively with a fine; a misdemeanor is a criminal offense for which the law imposes, alone, a penalty of simple imprisonment or a fine, or both, alternatively or cumulatively (BRAZIL, 1941).

From the excerpt from the article above, it is clear that the Brazilian legislator took due care in conceptualizing crime and, more than that, took care to differentiate it from the so-called criminal misdemeanor. So much so that this differentiation can be found in what is consistent with the moment of application of the penalty, therefore, the application of the penalty for criminal offenses considered as crimes and for those criminal offenses considered as criminal misdemeanors is different.

To be certain of this distinction between the two types of criminal offenses, it is necessary to carry out an analysis of the conduct of the perpetrator of the act, in addition to verifying that all the elements that regulate the constitution of a crime are met. After going through all the procedures of this analysis using the theory of crime, it is possible to state whether or not the conduct of the agent was considered criminal. The criminal doctrine, upon realizing that the legislative power created in the legal system a concept of crime making a difference with criminal misdemeanor, began to explain the concept of crime in a doctrinal and legal manner. Professor Guilherme de Souza Nucci (2014 p. 137) in his criminal law manual gives the following explanation: "the concept of crime is artificial, that is, it is independent of natural factors, verified by a judgment of sensory perception, since it becomes impossible to classify a conduct, ontologically, as criminal".

The theory of crime, in its analytical aspect, adopts the tripartite system where crime is the combination of a Typical, Illicit/Unlawful and Culpable Fact. The scholar Cezar Roberto Bitencourt (2012 p. 101) asserts that "the general theory of crime did not originate through a sentence construction, on the contrary, it is the result of a long process of preparation that accompanies the epistemological advancement of Criminal Law and is still in development today."

To this end, the crime, from an analytical perspective, is evidenced by having 3 (three) characteristics which are used for analysis and for the proper application of the penalty. The combination of the aforementioned assumptions corroborates the emergence of the so-called tripartite theory.

As can be seen from the lessons listed by the scholar Bitencourt, in order to solidify the theory of crime currently used, it was necessary to go through several years. This long time span makes perfect sense given the various changes that have occurred in criminal law, which inexorably corroborated the institution of the theory of crime currently adopted.

The article by Patrick Assunção Santiago (2020) categorically states that the tripartite theory is without a shadow of a doubt the most famous theory among those listed on the subject. He also adds that the scholars Nelson Hungria, Juarez Tavares and Cezar Roberto Bittencourt defend this theory. It cannot be forgotten that the majority doctrine adopts the tripartite theory.

It is also important to highlight the lessons of Eugenio Raúl Zaffaroni and José Henrique Pierangeli, who explain how one should act when faced with a situation where one has to determine whether a given act is a crime or not:

> Indeed, when the judge, the prosecutor, the defender, or whoever it may be, finds themselves faced with the need to determine whether there is a crime in a specific case, such as the conduct of a person who took possession of a jewel in a jewelry store, and is responsible for determining whether or not this conduct constitutes a crime, the first thing they must know is what character a conduct must present in order to be considered a crime (ZAFFARONI and PIERANGELI, 2011 p. 338).

The doctrinaire César Bitencourt tries to explain what the doctrine adopts in cases of criminal conduct and what its characteristic elements are.

> The clear majority consensus of the doctrine that punishable conduct presupposes a typical, unlawful and culpable action, in addition to possible requirements specific to punishability,

is the result of the construction of systematic categories of crime — typicality, unlawfulness and culpability — which will be analyzed individually. The content, meaning and limits of each of these categories, as well as the way in which they relate, have been and continue to be debated from different theoretical points of view (BITENCOURT 2012 p. 101).

Professor Fernando Capez has the following understanding: "crime can be conceptualized under material and formal or analytical aspects" (CAPEZ, 2011 p. 134). It is precisely about these aspects that the aforementioned jurist discusses clearly below:

> Material aspect: this is the one that seeks to establish the essence of the concept, that is, why a certain fact is considered criminal and another is not. From this perspective, crime can be defined as any human act that, intentionally or carelessly, harms or endangers legal assets considered fundamental to the existence of the community and social peace (CAPEZ, 2011 p.134).

In this way, that is, it is through the material aspect that a definition of what a crime is can actually be made. Matter is everything that exists, has a construction, has content. Based on this premise, if the agent has committed something considered criminal, there is no need to discuss whether or not it is a crime.

Once the concept of the material aspect of crime has been explained, it is important to differentiate it from the formal aspect:

> Formal aspect: the concept of crime results from the mere subsumption of conduct to the legal type and, therefore, everything that the legislator describes as such is considered a criminal offense, regardless of its content. Considering the existence of a crime without taking into account its essence or material harm violates the constitutional principle of human dignity (CAPEZ, 2011 p.134).

It can be inferred then that regarding the formal aspect, it will only be considered a crime if the conduct is already defined by the legislator; if it is not defined, it cannot be considered a crime. In other words, for example, if the penal code mentions that the act of instigating or even assisting someone in committing suicide is considered a crime, there is nothing to discuss. Therefore, the conduct in question is considered a crime based on the concept of the formal aspect.

As mentioned above, the aspects of the crime are not restricted to the material and formal aspects, and the doctrine also recognizes the so-called analytical aspect of the crime. This analytical aspect envisions the possibility that the judge

have to carry out a study of everything that has been practiced by the agent/author. The investigator, judge or person in charge will analyze what the real intention of the agent's conduct was, especially whether or not there was in fact a will to practice that conduct, and its intensity may also be analyzed in the background. Renowned professor Fernando Capez teaches us how to differentiate between the aspects of the crime. Below is an excerpt from his work conceptualizing the analytical aspect.

> Analytical aspect: this is the one that seeks, from a legal perspective, to establish the structural elements of the crime. The purpose of this approach is to provide the correct and fairest decision on the criminal offense and its perpetrator, making the judge or interpreter develop his reasoning in stages. From this perspective, a crime is any typical and unlawful act. Thus, first of all, the typicality of the conduct must be observed. If so, and only in this case, it is verified whether it is unlawful or not. If the act is typical and unlawful, the criminal offense already arises. From there, it is only necessary to verify whether or not the perpetrator was guilty of its practice, that is, whether or not he should be subject to a judgment of disapproval for the crime he committed. Therefore, for the existence of a criminal offense, it is necessary for the act to be typical and unlawful (CAPEZ, 2011 p. 134).

Greco explains: "The function of the analytical concept is to analyze all the elements or characteristics that make up the concept of criminal offense without attempting to fragment it" (GRECO, 2016 p. 198).

> Crime is, certainly, a unitary and indivisible whole. Either the agent commits the crime (a typical, unlawful and culpable act), or the act committed by him will be considered a criminal indifferent act. The stratified or analytical study allows us to clearly verify the existence or not of the criminal offense, hence its importance (GRECO, 2016 p. 198 and 199).

Therefore, criminal law can be considered as a group of legal rules and norms that aim to regulate and establish limits to the punitive power of the state, giving rise to the definition of crimes, the penalties

associated with crimes or even security measures. Finally, criminal law also has the task of imposing sanctions. In this sense, criminal law is considered to be responsible for defining the crime.

Criminal Law of the Enemy and Penalty

Enemy Criminal Law is considered as a form of author criminal law. In other words, enemy criminal law has the action and scope labeling, tagging and even stereotyping selected people who are contrary to the greater interest of society.

The theory of Enemy Criminal Law is the most important of the movements for the expansion of Criminal Law inherent in the global risk society (CLEMENTINO, 2020).

Julio Urena, in his work, teaches that the enemy is the one who does not submit to the rules:

> An enemy is someone who, in addition to not wanting to adapt to the norms imposed by society, does not offer guarantees that he will remain faithful to the law, being- presumably - this state of delinquency is permanent. An enemy, therefore, is that person who, unlike the citizen, does not offer the cognitive guarantees that they will comply with the norm, not accepting the rules of the Rule of Law, and not being able to enjoy the benefits that it offers to legitimate citizens (URENA, 2019).

The theory of enemy criminal law was created, more or less in the 1980s, by Gunther Jakobs (systemic, radical or monist functionalism) at the time when the unification of Germany was confirmed, and the western part was somewhat "concerned" about East Germany.

In this sense, Prates (2019) explains that the theory of Enemy Criminal Law had its first debate in a lecture given at a Criminal Law Seminar held in Germany in Frankfurt, adopting a descriptive stance on the theory. The first publication of the theory was in 1985.

The theory of enemy criminal law has gained strength for its applicability in issues related to terrorism. A great example in which scholars called for the application of the theory of enemy criminal law was the attacks of September 11, 2001 in the United States.

With the attacks of September 11, 2001, the issues of terrorism and organized crime came to the fore, which greatly demonstrated the ineffectiveness of Criminal Law in containing such crimes, and, with that, the pendulum swings towards a Criminal Law with reduced guarantees, known by the name "Criminal Law of the Enemy" (PRATES, 2019).

In light of the sad scenario that occurred on September 11, 2001, the former US president made the following proclamation:

THEREFORE, I, BARACK OBAMA, President of the United States of America, do hereby proclaim September 11, 2016, as Patriot Day and a National Day of Worship and Remembrance. I request all departments, agencies, and instrumentalities of the United States to fly the flag of the United States at half-staff on Patriot Day and a National Day of Worship and Remembrance in honor of the individuals who lost their lives in the attacks of September 11, 2001. I invite the Governors of the United States and its territories, and interested organizations and individuals, to join in this observance. I urge the people of the United States to participate in community service in honor of those our nation has lost, to observe this day with appropriate ceremonies and activities, including remembrance services, and to observe a moment of silence beginning at 8:46 a.m. Eastern Daylight Time to honor the innocent victims who died as a result of the terrorist attacks of September 11, 2001 (U.S.A., 2001).

Therefore, for the theory of enemy criminal law there is a need for stricter procedural and criminal treatment. The theory of Enemy Criminal Law provides for stricter criminal and procedural treatment for those individuals considered as "enemies", and not as "citizens".

Federal Constitution and Criminal Law

Criminal Law can be considered as a branch that has close ties with the Magna Carta, given that this, being considered the nation's highest law, has the power to be the first legal manifestation of the criminal political sphere, giving rise to new criminal legislation.
Lopes explains in his work:

> The relations established between Criminal Law and the Constitution can be studied from three perspectives: that of the constitutional principles of Criminal Law; that of the correlation between specific principles and institutes of Constitutional Law and the operationalization of Criminal Law; and, lastly, that of the theory of constitutional crimes (LOPES, 2000, p. 35).

There are 02 (two) concepts of Constitution well accepted by the doctrine that are closely linked to Criminal Law, which are presented by Canotilho and Hesse. According to CANOTilho, "Constitution is a systematic and rational ordering of the political community, embodied in a written document, through which fundamental rights are guaranteed and political power is organized, in accordance with the principle of the division of powers" (1995, p. 12).

The doctrinaire HESSE teaches that:

> The constitution is the fundamental legal order of the community. It determines the guiding principles according to which political unity must be formed and state tasks to be performed. It regulates procedures for resolving conflicts within the community. It orders the organization and procedure for the formation of political unity and state activity. It creates the basis and normalizes fundamental features of the total legal order. In all, it is the fundamental structural plan, guided by certain principles of meaning, for the legal configuration of a community" (1998, p. 37).

In view of the concepts mentioned above by the two authors, Canotilho and Hesse, the author Lopes asserts: "the concepts proposed by Canotilho and Hesse contain all the indispensable elements in understanding the relational phenomena between the Constitution and Criminal Law, as they base the concept of Constitution on basic elements that are also common to the premises of ordering and development of the penal system" (2000, p. 59).

It is undeniable and unquestionable that there is a very close relationship between these two legal institutes. The Constitution directly influences Criminal Law by establishing the scope and limits of jus puniendi, in view of the fundamental rights and guarantees of the citizen. The conditions established are of two classes: formal, which refer to the external aspects of punitive intervention; and material, relating to the content of criminal norms (LOPES, 2000, p. 179).

CONCLUSION

Through this scientific article, it is clear that in order for a crime to exist, it is necessary to investigate the material and formal aspects of the conduct carried out by the agent. Furthermore, the doctrine mostly adopts the Tripartite Theory, which considers a crime when the act is typical, unlawful and culpable.

In 1985, German Gunther Jakobs presented his theory regarding the criminal law of the enemy and its due applications in a lecture. There is no consensus on its application; quite the opposite, there are still several discussions about the application of such theory. However, it is generally considered not to be applicable, given that the Citizen's Charter states that everyone, without exception, has rights to be enjoyed. Therefore, it is impossible to ignore the guarantees set forth in the Constitution, even if the agent's conduct is considered a very serious crime and he is an enemy of the State.

Still on the subject of criminal law for the enemy, for many this topic has to be compared and used in human rights guidelines, considering that despite being considered the worst of enemies, they will still have the right to enjoy some rights, regardless of the crime that the perpetrator has committed.

Even though for many in society there are good justifications for adopting enemy criminal law, the Brazilian legal system does not adopt the theory of enemy criminal law.

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PHONOLOGICAL AWARENESS IN EARLY CHILDHOOD EDUCATION: THE IMPORTANCE OF STIMULATION FOR THE FUTURE PROCESS LITERACY

AUTHORS

Andréia Silva de Miranda: Master's student of the Universidad UNIDA Program, effective teacher of Early Childhood Education in the municipal education networks of Mangaratiba and Itaguaí. Pedagogical Advisor of Early Childhood Education at the Municipal Secretariat of Education, Sports and Leisure (SMEEL) of Mangaratiba - RJ.
Contact: aliceabrahao38@gmail.com / 21 - 964970839

Rowayne Soares Ramos: PhD in Education Sciences from the Universidad del Sol - UNADES, Asunción/PY, Master in Education from POGE/UFMT, Specialized in Linguistics and Public Management, Bachelor's Degree in Letters with a Degree in Portuguese and Spanish, Teacher/researcher at the Instituto Amendoeiras and GEFOPI/UEG and National Vice-Coordinator of the National Forum for Education in Prisons and Social Inclusion - FNEPIS. Teacher of the subject: Education and Planning at the Universidad UNIDA.
Contact: rowayne.doutoradoemeducacao@gmail.com / (62) 9 9270-8048.

ABSTRACT

Literacy is a crucial element for children's academic and cognitive development, and phonological awareness is fundamental in this process. This study investigates the importance of stimulating phonological awareness in Early Childhood Education for future literacy success. Through a literature review, we explore how phonological awareness, defined as the ability to understand and manipulate speech sounds, directly influences the learning of reading and writing. Methods such as literature review and analysis of reliable sources such as EBSCO, Google Scholar and Scielo were used to identify best educational practices. The results reveal that early interventions in phonological awareness not only prepare children for literacy, but also significantly improve their reading, text comprehension and spelling skills. Educational strategies that involve rhyming games, word segmentation activities and storytelling are highlighted as effective in engaging students in a playful and interactive way. We conclude that investing in phonological awareness from the earliest years of life is crucial for the full development of children's linguistic, cognitive and social skills, promoting meaningful and sustainable learning.

Keywords: Phonological awareness, early childhood education, literacy, cognitive development, educational strategies.

INTRODUCTION

Literacy is one of the fundamental pillars of education, being crucial for the academic and cognitive development of children. In this context, phonological awareness, understood as the ability to understand and manipulate speech sounds, plays an essential role in the process of learning to read and write. This introduction aims to explore the importance of stimulating phonological awareness in Early Childhood Education, highlighting its relevance for future success in the literacy process. With this:

> Listening to and feeling the children, what they think, observing what they play with and how they play, their conceptions, their development, because at this stage the formation of the sensitive human being begins, from a base of values that will provide them with the search and the desire to learn, but also to be (Pietrobon, 2010, p. 19, apud, Silva, 2020, n/p).

Learning to read and write is a crucial step in the development of children's language skills. However, many students struggle with this process, which can negatively impact their future academic performance. Phonological awareness has emerged as a significant predictor of literacy success, as it enables children to understand the sound structure of words, recognizing and manipulating the individual sounds that make up language.

Investigating the importance of stimulating phonological awareness in Early Childhood Education is essential to provide theoretical and practical support for effective interventions in the school context. Understanding how to promote the development of this skill from an early age can significantly contribute to the prevention and overcoming of learning difficulties related to literacy, in addition to promoting more effective and lasting learning. According to (Silva, 2020, n/p):

> Phonological awareness is one of the predictive skills for the beginning of the literacy process in children and this competence must be stimulated from the process of insertion of children into the school environment, being intensified over time, forming concepts necessary to facilitate the acquisition of reading and writing in the following years.

Therefore, this study aims to investigate the importance of stimulating phonological awareness in Early Childhood Education for the future literacy process. It aims to explore how specific activities can be incorporated into the school curriculum to promote the development of this skill, as well as to identify effective intervention strategies that can be implemented by educators.

DEVELOPMENT

To investigate and understand the importance of phonological awareness in early childhood education, a bibliographic review was carried out, which according to Gil (2008) is based on materials already prepared, such as books and scientific articles. This research was consulted in: EBSC, Google Scholar, Scielo. Studies that address the potential and importance of phonological awareness in early childhood education were analyzed.

training of students in early childhood education, the challenges faced by educators and strategies for effective and responsible teaching.

Phonological awareness in early childhood education plays a crucial role in the development of children's language skills, and is one of the fundamental pillars for success in the literacy process. The ability to reflect, recognize and manipulate speech sounds in their smallest units, such as phonemes, syllables and rhymes, is essential for children to build a solid foundation in learning to read and write.

In this context, the importance of stimulating phonological awareness from the earliest years of life becomes evident. Through appropriate educational practices and teaching strategies that promote the development of this skill, children are better prepared to face the challenges of the future literacy process. Phonological awareness is recognized as a significant predictor of success in learning to read and write. Studies show that children with more developed skills in this aspect tend to perform better in decoding, textual comprehension and spelling skills throughout their schooling. Thus (Zorzi, 2017, apud, Fettuccia, et al. 2020, p. 101.) complete
saying that:

> The teacher researches the content of phonological awareness and stimulates his students in a playful way through games focused on rhyme, rhythm, listening and sounds, as already discussed. In this way, he can provide children with the opportunity to formulate their notions of these skills which, when well worked with the sound structure of

words in Early Childhood Education, allow the beginning of the literacy process.

Corroborating the aforementioned author, stimulating phonological awareness from early childhood education is essential to provide a solid foundation and skills for the future development of these competencies. Therefore: (Moojen et al., 2003, apud. Diehl, 2017, p. 102): They state that:

> Phonological awareness is the process that an individual carries out to decode the formation of words and the different sounds. Through the manipulation of sounds, the child will be reflecting on the ability to unite, add, replace, count, among others, phonemes, syllables and rhymes.

Thus, phonological awareness involves the ability to perceive and manipulate the sounds of language. This skill is essential for children to understand how words are formed by individual sounds (phonemes) and how these sounds relate to the letters (graphemes) in writing. Therefore, it is a crucial prerequisite for the literacy process. According to (Adams, 2006, apud, Fettuccia, et al. 2020, p. 90), phonological awareness is broader because it encompasses all types of awareness of the sounds that make up the system of a given language. The same author adds that:

Phonological awareness is a topic of great importance today. Children who are aware of phonemes progress more easily and productively towards creative writing and reading. Children who are not aware of phonemes run a serious risk of not being able to learn to read.

Talking to the aforementioned author, we realize that phonological awareness is very important in the literacy phase, but children who have poor phonological awareness skills tend to have a higher risk of difficulties in learning to read and write. By developing this awareness from an early age, the school can help prevent or mitigate some problems related to learning in the future.

Thus, research carried out by several scholars in the field corroborates the importance of phonological awareness in early childhood education. For example, a longitudinal study conducted by Bradley and Bryant (1983) demonstrated that training phonological awareness at preschool age resulted in better performance in reading skills at 8 years of age, breaking down barriers for students who had problems related to their learning.

Other studies, such as that of Snowling and Hulme (2012), also highlight the direct relationship between phonological awareness and later success in literacy. Therefore, phonological awareness is a fundamental skill that serves as a foundation for later success in literacy. Its adequate development contributes to a more solid understanding of the alphabetic system, facilitating the acquisition of reading and writing skills and promoting more meaningful learning for students.

To promote the development of phonological awareness, it is essential to adopt appropriate strategies and practices in early childhood education. Activities such as rhyming games, syllable games, storytelling with sound repetitions and word segmentation activities are effective examples of stimuli that can be incorporated into the school curriculum. These practices not only develop phonological awareness, but also make learning more meaningful and enjoyable for children:

> Just as interactions are important for the development of children in Early Childhood Education, games also contribute to this. According to the National Curricular Reference for Early Childhood Education (RCNEI), playing is one of the fundamental activities for the development of identity and autonomy. Through play, children evolve, because when they participate in playtime, their relationship with others is established and their individuality is built. Thus, children develop themselves by playing and observing their peers. This social relationship is what gives them enriching and valuable experiences for their personal development. (Brazil, 1998, p. 22),

Stimulating phonological awareness in early childhood education has positive impacts on the future literacy process. Children who develop this skill adequately find it easier to associate speech sounds with letters, understand the structure of words, and develop effective reading and writing strategies. In addition, strengthening phonological awareness contributes to children's autonomy and confidence in their linguistic skills. Thus, (Silva, 2020, n/p) in their studies states that:

> Early Childhood Education was enacted in the Law of Guidelines and Bases of National Education (LDBEN) in 1996 as part of the Basic Education process, being the first phase of the child's student life; therefore, it is considered

not only a phase of adaptation to the school environment, but much more than that; it is conceptualized as a strategic moment for the development of essential skills for human beings, such as coexistence with others, exercising play, participating, exploring, expressing oneself and mainly knowing oneself as an interactive, dynamic, capable being.

Therefore, by combining these strategies and activities in a balanced way and adapted to the students' needs, such as playing, participating, exploring and expressing themselves, consequently, it will contribute significantly to the recovery of the contents, minimizing their difficulties in teaching and learning. Therefore, it is important to maintain a positive and encouraging learning environment to motivate students in their learning process.

In order to be successful in the learning of students, teachers must be prepared, since phonological awareness is a crucial skill in the process of literacy and literacy of children in Early Childhood Education. Teacher training to work on this aspect requires a theoretical and practical approach that considers the stages of child development and the most effective pedagogical strategies: Therefore:

> According to (Araujo, 2011, apud, Diehl, 2017, p.105) in some cases, the training of Early Childhood Education and Initial Series teachers, called "literacy teachers", must be reviewed so that their knowledge is updated in accordance with new theoretical proposals and in accordance with updated scientific concepts.

Therefore, it is important to encourage teachers to adapt teaching strategies according to the needs and learning rhythms of each child. Not all children develop phonological awareness at the same speed, so it is important to offer differentiated activities, as there are different realities within the educational environment.

The results obtained corroborate the importance of stimulating phonological awareness in early childhood education for the future literacy process. The stimulation activities provided children with the opportunity to develop fundamental skills, such as the perception of speech sounds, the understanding of word structure and the ability to associate sounds and letters.

The improvement in performance after the intervention suggests that the teaching strategies used were effective. The playful and interactive approach of the activities contributed to the children's engagement and to the construction of meaningful learning.

Furthermore, the results show that phonological awareness in early childhood education not only prepares children for literacy, but also strengthens cognitive skills related to language and auditory processing, which can have positive impacts on other areas of child development.

Given the results observed, we conclude that stimulating phonological awareness in early childhood education plays a fundamental role in the future literacy process. Teaching strategies that promote phonological awareness should be consistently integrated into the school curriculum, aiming to prepare children for more effective learning and for the full development of their linguistic and cognitive skills.

CONCLUSION

Phonological awareness in early childhood education plays a crucial role in the development of children's language skills and is a determining factor for success in the future literacy process. After analyzing the results of the study and considering the theoretical framework that supports the importance of stimulating phonological awareness, we can reach some significant conclusions.

First, it is clear that intervention and stimulation of phonological awareness in early childhood education are effective in promoting the development of the skills necessary for the acquisition of reading and writing. The stimulation activities provided concrete improvements in the children's performance in relation to the perception of speech sounds, word segmentation and understanding of the phonological structure of words.

Furthermore, the playful and interactive approach of the stimulus activities proved to be fundamental for the children's engagement and active participation in the learning process. The use of games, play and dynamic activities contributed to making learning more meaningful and enjoyable, stimulating the children's interest in exploring and understanding language in a deeper way.

Another relevant point is that phonological awareness is not limited to preparing for literacy, but also strengthens broader cognitive skills, such as the ability

to analyze, synthesize, discriminate auditory skills and verbal memory.

These skills are essential not only for the reading and writing process, but also for children's overall language and communication development.

Therefore, we conclude that stimulating phonological awareness in early childhood education is a fundamental pedagogical strategy. This stimulation not only prepares children for a successful future in the literacy process, but also promotes the overall development of their linguistic, cognitive and social skills. Investing in phonological awareness from the earliest years of life is investing in the educational success and full development of children in all areas.

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THE IMPORTANCE FROM THE MANAGEMENT SCHOOL IN ADAPTATION TO THE CHANGES

AUTHOR

Adilson Sousa da Silva: PhD student in Educational Sciences at the University of Integration of the Americas – PY, Professor of Sciences and Biology, and Educational Management Advisor at the State Secretariat of Education and School Sports of Amazonas.
Contact: prof.adilson14@gmail.com / 92 – 99164.8902.

ABSTRACT

The lack of effective school management can compromise the quality of education and the training of the students, affecting the reputation from the school before the society. The aim of the study is to highlight the importance of school management in the capacity of schools to adapt to social and technological changes, as well as highlight the need of adopt systems of management more efficient to to meet to the demands educational from the society contemporary. The study he was driven through of one bibliographic review, with the analysis of scientific studies, articles and books on the importance of school management in adapting to current changes. The strategy of search considered relevant databases and key terms related to management school, social and technological changes. The results highlight the need urgent need to adopt more efficient management systems to meet demands educational institutions of contemporary society. Furthermore, they emphasize the importance of school management aligned with the needs of the educational environment, seeking strategies that promote the comprehensive education of students. The bibliographic review reinforces the importance crucial from the management school in the capacity of the schools of if adapt to the changes both social as technological. Therefore, the active participation of managers, self-knowledge, understanding of the group that are part of your team and their collaboration in creating standards and actions they are elements essential to the success from the management school in this context.

Keywords: Management school – Social changes – Technological changes –Integral Training

INTRODUCTION

At the moment, to the schools they are facing the pressure of the changes technological and social, and which forces them to renew themselves to meet the needs of students and society. In this context, school management plays a role very important, being responsible for the organization and operation of one school what he has the need of adopt systems of management each time more efficient to meet the educational demands of contemporary society (De Almeida; Of the Saints; Magellan, 2019).

School management needs to be able to adapt to both social and economic changes. as technological. AND essential what the education and your actors recognize the the connection between those concepts, following to the changes node behavior and node process of learning of the students (Guimarães Junior and al., 2022). In that context, school management needs to be aligned with the demands of society, looking for ways to meet these student needs. It is worrying that many schools still face difficulties in adapting to changes and implement systems of management more efficient, the what represents at the moment one of the main challenges. There was one change of paradigm, in what the management school it went out simply from an administrative issue to a transformation process educational and social. Therefore, and disturbing to perceive what they exist schools what yet no adopted systems of management more effective, one time what the lack of effectiveness he can compromising the quality of teaching and the training of students, affecting the society the reputation from the own school.

According to mentioned previously, the management school plays one paper crucial in the capacity of schools to promote a link between education and transformations in students' behavior and learning process. In however, lots of schools to if adapt and implement systems of management efficient, face challenges that are currently one of the main obstacles. There is a clear urgent need to adopt more effective management systems for meet the demands of society, since the lack of effective management ends up compromising the quality of teaching.

To Roller and Hanoff (2021), the attention from the management school he must to be directed to to the needs from the society, searching strategies to supply to the demands educational and promote the complete education of students. The authors leave Of course

this is a fundamental aspect in the educational context and would be however, it is a mistake to attribute less importance to this issue. Thus, it is understood that the management school aligned with to the needs and demands of environment educational, under that optics, win particular relevance and it is done necessary the search put strategies what promote the training integral of the students.

According to highlighted put Of Almeida, Of the Saints, Magellan (2019) and Guimaraes Junior Et Al. (2022), it can be said that school management plays a crucial role in the ability of schools to adapt to social changes and technological. In this context, it is clear that the need to adopt systems of more efficient management to meet educational demands is a reality. The more worrying, however, and to note what the lack of one management school effective he can compromise the quality of teaching and affect the reputation from the school before the society. It is no exaggeration to say that it is important for school management to be aligned with to the needs and demands of environment educational, as highlighted by Roldão and Hanoff (2021). What is worrying is the fact that, lots of schools yet no adopted systems of management more integrative, what promote the training integral of the students.

Chiavenato (2014) highlights in an entity, individuals represent the primary resource and, depending on how they are treated, they can decrease or expand on an organization's strengths and weaknesses. Furthermore, the author highlights what any enterprise productive only reaches success when involves the collaboration of several interconnected agents, each contributing their own resources.

> It is essential that the manager knows himself and the group he leads so that work is carried out with maximum involvement of everyone. The attitudes of the leader in their day-to-day life with their team directly influences the attitudes of led and determine as to the relations interpersonal happen in the school. The way the manager manages the team determines the path followed by the group and, consequently, the results achieved by the school. When to the people participate from the creation of the standards and of the actions established for the group, they are in total harmony with the institution and contribute more effectively to a good result. (Gregório, 2005, p. 277-278).

The author highlights the importance of self-knowledge for the school manager and understanding

of group what leads, highlighting what to the attitudes of leader influence of form direct us led and mold to the relations interpersonal in the school. Emphasizes what and necessary the participation of the employees in the creation of actions and standards, arguing what the involvement of the people contributes to good results and he takes to their alignment with the institution. It also makes it clear that, through the self-knowledge, participatory and positive attitudes, can create an environment of work productive and harmonious, essential to the success.

The data points to the need for school management that is in in tune with technological and social transformations. Management must be aligned with to the needs of environment educational, searching strategies what promote the training integral of the students. The lack of one management school effective he can compromise the quality of teaching, affect the reputation from the school before the society and the training of students in a short space of time. The search for strategies that promote the training integral of the students and of particular relevance node current context.

According to Sousa (2020), the need for management became evident school adjusted to social transformations. In this sense, it is responsible for review of planning and implementation of new projects, supervision of investments in innovation at school and restructuring of educational processes. That he can to have both impacts negatives as positives in the education, then processes bad evaluated and bad structured they can to generate problems node environment school.

> It is necessary to reinvent education, analyze the contributions, risks and changes arising from interaction with digital culture, from the integration of TDIC, from resources, interfaces and media languages to practice pedagogical, explore the potential for integration between professional spaces, cultural and educational to the creation of contexts authentic of learning mediatized by the technologies. To boost the student engagement in teaching and learning processes is pressing recontextualize to the methodologies of teaching ahead of the your social practices inherent to digital culture, that is, integrating media and TDIC in the development and recreation of active methodologies (Bacich and Moran, 2018, p.16-17).

The author states that there is a need to recreate education, considering the influence of digital culture and the integration of digital technologies in practice pedagogical. AND fundamental explore the integration between spaces professionals, educational and cultural to create authentic mediated learning environments by the technologies. THE more worrying is what the lack of adaptation of the methodologies of teaching the culture digital he can consequently limit the involvement of the students. It is no exaggeration to say that driven by the constant need for integration of digital media and technologies, there has been a significant change in educational dynamics. Like this, concerns the gap between education and digital reality of students, as there is no way to disregard the strong connection of culture digital with the life everyday of the young people.

THE intersection between technology and education he has been one reality there is quite time, contributing both to improving student performance in teaching-learning process and for improving school management. Being like this:

> Technology and education have been going hand in hand for some time now, whether for support and to improve the performance of the students node process of teaching and learning or to to improve the management school. The process of digital transformation of schools has been happening at the same pace and with the resources that each school has, however it was accelerated by the pandemic Covid-19, when from one day to the next it forced schools to change management processes and implement new teaching methodologies with resource the technologies, bringing with you one set of challenges and opportunities for the schools (Paiva, 2021, p.43).

Sousa (2020) highlights the importance of adjustments in the administration school ahead of the changes in the school, being able to result in effects both negatives as positive in education. Bacich and Moran (2018) highlight the relevance of reinventing education, incorporating digital technologies into teaching practice to increase of student involvement. The interaction between education and technology has advanced, driven by the Covid-19 pandemic, accelerating the transition from the digital world in schools. This scenario brings opportunities and challenges, highlighting the need of if adapt to the requirements of this culture digital to creation of environments genuine of apprenticeship mediated by technologies (Paiva, 2021).

For De Almeida et al. (2007, p. 721) "the paradigm

shifts that come occurring in the educational field in recent times have been asking the school for a renewal of the school management model". In this context, the integration of new technologies, such as artificial intelligence and other online learning tools, become fundamental to enrich educational experiences. The use strategic teaching platforms, educational applications and data analysis can provide valuable insights into improving academic performance, enabling one approach more custom both to the teaching as to learning.

To the transformations node scope educational they are demanding one restructuring of model of management school traditional. THE integration of new technologies, enable the optimization of school management with enrichment of experiences educational. This form, the adaptation to the demands technological appears as one element essential to the continuous evolution of environment educational, aiming promote one education more efficient and inclusive with the service of the needs in constant transformation of the students.

METHODOLOGY

This study he was accomplished put quite of one revision bibliographical, with the analysis of scientific studies, articles and books on the importance of school management in the adaptation to the changes.

> Through from the search bibliographical the researcher he does the survey of information what be relevant in the construction from the search scientific. This form, in one search scientific, the search bibliographical is important in gathering relevant information that contribute to the development of research, in the preparation of theme and in the revision bibliographical or frame theoretical (Of Sousa and al.,2021, p. 68)

THE strategy of search he was suitable, considering to the bases of data used and you following terms: management school, changes social and changes technological.

After selecting the articles, the most relevant data were read and extracted. relevant, including main arguments, limitations, abstracts, considerations ethics and synthesis of the results.

All the process of use and selection of sources he was driven following principles ethical, ensuring the proper referencing of the information used and the proper quote of the authors.

PRESENTATION AND DISCUSSION OF RESULTS

THE management school plays one paper fundamental in the adaptation of the schools to social and technological changes, as emphasized by Roldão and Hanoff (2021), what highlight the need of adoption of systems of management more efficient to meet these social demands. De Almeida et al. (2019) also highlight this importance by relating it to the needs of students and society to search for strategies to meet educational demands and promote training more integral of the students.

THE participation of the people in the actions established to the set and also in the creation of standards, contributes effectively to a good result, as mentioned by Gregório (2005). The collaboration of various agents in management school is fundamental to the success of the school institution, as highlighted by Gregory (2005).

The integration of digital technologies into pedagogical practice is fundamental in days current, as pointed put Sousa (2021), what highlights the need of explore the integration between professional, cultural, digital, educational spaces for creation of authentic environments of learning mediated by technologies.

CONCLUSION

The analysis carried out through this qualitative bibliographic review highlights the importance crucial from the management school in the capacity of the schools of if adapt to the both social and technological changes. The importance of management was highlighted school to be aligned with the needs of the educational environment, seeking strategies that promote the comprehensive education of students, who understand the interconnection between the management, society and technology.

The results obtained reinforce the need to initially adopt systems more efficient management systems to meet the educational demands of society contemporary. The lack of capable school management can compromise the quality of teaching and the training of the students, affecting the reputation from the school before society. Therefore, the active participation of managers, the understanding of the group who lead, self-knowledge,

and employee collaboration in creating standards and actions are essential elements for the success from the management in the school.

The present revision bibliographical contributes significantly to the quite academic to the consolidate and synthesize to the main approaches on the importance from the school management in adapting to changes, presenting a critical analysis of the sources used and highlighting interconnection of the concepts covered.

The results obtained reinforce the importance of school management as a process of social transformation, capable of driving schools towards change significant.

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EPIDEMIOLOGICAL PROFILE OF WOMEN DIAGNOSED WITH SYPHILIS IN THE MUNICIPALITY OF BURITIS-RO IN THE PERIOD FROM 2008 TO 2018

AUTHOR

Fernando da Silva Pinto: Master in Public Health from the Universidad Columbia Del Paraguay; Postgraduate "Lato Sensu" in Public Health with Emphasis on ESF from the Pimenta Bueno College-FAP; Postgraduate "Lato Sensu" Specialization in Health Management from the Fundação Universidade Federal de Rondônia; Postgraduate "Lato Sensu" Specialization in Health Surveillance from the Instituto Sírio Libanês de Ensino e Pesquisa; Bachelor's and Licentiate's Degree in Nursing from the Faculdade São Lucas

ABSTRACT

The objective of this study was to analyze the epidemiological profile of syphilis in women in the municipality of Buritis - RO, in the period between 2008 and 2018. The research was based on an epidemiological study, where cases of acquired syphilis, syphilis in pregnant women and congenital syphilis were characterized according to biological, socioeconomic and health service utilization variables. The average incidence rate (2008-2018) of acquired and pregnant syphilis was used, with indicators related to quality, age group, sex, color or race, education, clinical characterization, diagnosis and treatment as well as other important points for the epidemiological profile. Thus, as a large part of the cases reported in the municipality of Buritis, state of Rondônia, adequate treatment of infected patients should be focused on reducing the risks of this disease. Forty-eight women were diagnosed with acquired syphilis, 25 women with syphilis during pregnancy and 02 women with congenital syphilis, aged between 20 and 34 years, of mixed race, with education from 5th to 8th grade of elementary school. When diagnosed, they were treated with penicillin. According to the results, it opens perspectives for new studies using predictive approaches on databases related to congenital syphilis and its social determinants, through the adoption of data science techniques applied to health.

Keywords: Syphilis. Pregnant woman. Epidemiology. Treponema pallidum.

INTRODUCTION

Syphilis is considered a systemic, sexually transmitted infection, exclusive to humans, known since the 15th century. Its etiological agent is the spirochete bacterium Treponema pallidum and it can be acquired through contact sexual, this being the main route of transmission of the disease, going vertically to the fetus during the gestation period of a mother with untreated or inadequately treated syphilis or it can even occur through blood transfusion (COOPER et al ., 2016; DOMINGUES; LEAL, 2016).

Furthermore, syphilis is an infectious disease, which can present itself in an acute or chronic form.

For the purpose of compulsory notification, this disease was classified by the Ministry of Health (MS) as: acquired syphilis, congenital syphilis and gestational syphilis, with congenital syphilis being of great importance to public health due to the high frequency with which serious outcomes are produced for pregnancy and the child. In order to prevent complications, it is necessary to screen acquired and/ or gestational syphilis early and treat it appropriately.

Official reports from the World Health Organization (WHO) indicate that approximately 12 million new cases occur annually in the adult population worldwide, most of them in developing countries. In Brazil, it is estimated that the average prevalence of acquired syphilis in parturients varies between 1.4% and 2.8%, with a vertical transmission rate of approximately 25% (HOLANDA et al ., 2011).

In the last decade, in Brazil, there has been an increase in notifications of cases of acquired syphilis, syphilis in pregnant women and congenital syphilis, which can be attributed, in part, to the improvement of the surveillance system and the expansion of the use of rapid tests. It is expected that the information that can be contained and supported regarding effective actions to reduce syphilis in the country and in the states, such as in the state of Rondônia, and, based on reflection on the data presented, there may be an intervention to reduce the distance between health surveillance actions and the field of practice of Primary Care and maternity hospitals.

Syphilis and its etiological agent

When the etiological agent is seen, the discovery must first be discussed. This was discovered in 1905 by Fritz Richard Schaudinnn and Paul Erich Hoffmann in Germany and in 1907. Historically, it is seen that Wassermann, at the time, developed the first serological test that effectively detected syphilis. (DOMINGUES; LEAL, 2016; ZUGAIB, 2012).

Then, penicillin was discovered in the 1940s, which led to a drop in the incidence of the disease, with dramatic rates resurfacing again in the late 1980s and early 1990s, which were caused by HIV/AIDS co-infection and drug abuse. More than 80% of women with syphilis are of reproductive age and at risk of vertical transmission of the disease (DOMINGUES; LEAL, 2016; ZUGAIB, 2012; MAGALHÃES, 2011; KOLBE, 2010).

In 2005, the Ministry of Health included syphilis in pregnant women in the list of diseases subject to compulsory notification, in the experiment regarding the control of vertical transmission and monitoring of the infection process, which involves planning and evaluation of treatment, prevention and control measures (FIGUEIRÓ FILHO et al ., 2012; BRASIL, 2010; GUINSBURG; SANTOS, 2010; KOLBE, 2010). The World Health Organization (WHO) estimates that, globally, approximately 1.5 to 1.85 million pregnant women are infected with syphilis annually, and half of them have children with adverse outcomes (GOMEZ et al , 2013).

In 2010, together with the WHO, the Member Nations of the Pan American Health Organization (PAHO) approved the emergence of the Strategy and Plan of Action for the Elimination of Mother-to-Child Transmission of HIV and Congenital Syphilis, with the aim of reducing the incidence of this congenital disease to ≤ 0.5 cases per 1,000 live births in 2015 (COOPER et al., 2016; CAMPOS et al., 2010; PAN-AMERICAN HEALTH ORGANIZATION, 2010).

According to PAHO, in 2014, 17,400 cases (1.3/1,000 live births) of congenital syphilis were reported in the Americas, and 17 nations may have eliminated mother-to-child transmission of this disease (DOMINGUES; LEAL, 2016; BRAZIL, 2010; PAN-AMERICAN HEALTH ORGANIZATION, 2010).

Treponema penetration occurs through small abrasions resulting from sexual intercourse. Soon after, treponema reaches the regional lymphatic system and, through hematogenous dissemination, other parts of the body. The local defense response results in erosion and ulceration at the inoculation site, while systemic dissemination results in the production of

circulating immune complexes that can be deposited in any organ. However, humoral immunity is not able to provide protection. Cellular immunity occurs later, allowing T. pallidum multiply and survive for long periods (AVELLEIRA, BOTTINO, 2006).

Acquired syphilis

Treponema pallidum is a gram-negative bacterium of the spirochete group, and is highly pathogenic. The genus has four pathogenic species, but syphilis is endemic, being attributed to the variant T. pallidum endemicum . This bacterium is about 10 micrometers long, is not cultivable in vitro , is extremely fragile and sensitive to temperature and humidity, and has the urogenital mucosa as its preferred habitat (SANTOS, TERRA, 2019).

The disease has different forms of transmission, and the most common is sexual transmission, called Acquired Syphilis. Its incubation period is 10 to 90 days, with an average of 21 days, from the infectious sexual contact. It manifests itself in three clinical stages (SANTOS, TERRA, 2019).

Syphilis is a disease transmitted sexually (acquired syphilis) and vertically (congenital syphilis) through the placenta from mother to fetus. Contact with contagious lesions (hard chancre and secondary lesions) on the genitals has been responsible for 95% of cases of the disease.

Between 2016 and 2017, it was found that Brazil and its regions showed growth in their detection rates. In the country, the increase was 31.8% (from 44.1 to 58.1 cases per 100,000 inhabitants) (BRASIL, 2019a).
Congenital syphilis is the result of hematogenous dissemination of Treponema pallidum from an untreated or inadequately treated infected pregnant woman to her fetus via the transplacental route.

Its diagnosis takes several years, through VDRL, which is a simple test and even affordable to pay. Possibly the late start of prenatal care is associated with the delay in returning the results, suggesting that pregnant women cannot receive the VDRL result during prenatal care. It is known that the process of implementing the rapid test for syphilis is a recent tool in the diagnosis of the pathology, and for this reason it has not yet reached all health units, with VDRL still being the most widely used test in the public health network. (BRASIL, 2015).

Syphilis in pregnancy

In 2005, the Ministry of Health (MS) included syphilis in pregnant women in the list of diseases requiring compulsory notification, in an attempt to control vertical transmission and adequately monitor the infection process, thus being able to plan and evaluate treatment, prevention and control measures (FIGUEIRÓ FILHO et al ., 2012; BRASIL, 2010; GUINSBURG; SANTOS, 2010; KOLBE, 2010).

The World Health Organization (WHO) estimates that, globally, approximately 1.5 to 1.85 million pregnant women are infected with syphilis annually, and half of them have children with adverse outcomes (GOMEZ et al , 2013).

No ano de 2010, juntamente à OMS, as Nações Membros da Organização Pan-Americana da Saúde (OPAS) aprovaram o surgimento da Estratégia e Plano de Ação para a Eliminação da Transmissão Materno-Infantil do HIV e da Sífilis Congênita, objetivando reduzir a incidência dessa enfermidade congênita para o quantitativo de ≤ 0,5 casos para 1.000 nascidos vivos em 2015 (COOPER et al ., 2016; CAMPOS et al ., 2010; PAN AMERICAN HEALTH ORGANIZATION, 2010).

According to PAHO, in 2014, 17,400 cases (1.3/1,000 live births) of congenital syphilis were reported in the Americas, and 17 nations may have eliminated mother-to-child transmission of this disease (DOMINGUES; LEAL, 2016; BRAZIL, 2010; PAN-AMERICAN HEALTH ORGANIZATION, 2010).

The fetus can be infected transplacentally at any stage of pregnancy or through the vaginal canal during delivery. The Ministry of Health recommends performing a VDRL serological test at the beginning of prenatal care (and in case of a positive result, treatment should be started for the pregnant woman and her partner) and another in the third trimester, around the 28th week, in addition to screening for syphilis at delivery or during abortion (BRAZIL, 2015b; MINISTRY OF HEALTH, 2006; MILANEZ, AMARAL, 008; SILVA, 2016).

Transmission

Vertical transmission of T. pallidum can occur at any gestational stage or clinical stage of maternal disease. The main factors that determine the likelihood of vertical transmission of T. pallidum are the stage of

syphilis in the mother and the duration of exposure of the fetus in utero.

The infection rate of vertical transmission of T. pallidum in women is not treated is 70 to 100%, in the primary and secondary phases of the disease, reducing to approximately 30% in the late phases of maternal infection (late latent and tertiary).

The main factors that determine the probability of transmission are the stage of syphilis in the mother and the duration of exposure of the fetus in the womb. Therefore, transmission will be greater in the early stages of the disease, when there are more spirochetes in circulation (AVELLEIRA, BOTTINO, 2006).

Syphilis transmission to the baby can occur from the 9th week of pregnancy, although it is often between the 16th and 28th weeks, which may reinforce the need for early diagnosis and treatment. It is seen that in the treatment, the clinical stage of the infection is unclear or, in this case, it has no longer been possible to know the history of previous adequate treatment of the pregnant woman, thus considering tertiary or late latent syphilis. It is essential to monitor the cure in order to evaluate the treatment, thus controlling possible reinfections, especially when the partner does not show up for treatment (BRASIL, 2015b).

The problems that weaken the prevention of Congenital Syphilis are closely related to prenatal care and are: failure to perform and delay in delivering tests; abandonment of prenatal care; lack of identification and rescue of absent pregnant women; difficulty in managing the infection by professionals; difficulty in identifying and treating the partner; lack of follow-up of mothers and children after birth; in addition to the presence of incomplete data in medical records and epidemiological forms (MAGALHÃES et al ., 2013; CAMPOS et al ., 2010; SARACENI et al ., 2012; LIMA et al ., 2013).

According to the Epidemiological Surveillance Services of São Paulo (2008), the treatment of syphilis during pregnancy is the same as that carried out for acquired syphilis in accordance with the stage of the disease: primary syphilis (with hard chancre): benzathine penicillin 2,400,000 IU intramuscularly (1.2 million in each buttock in the same application)

Epidemiology of syphilis in pregnancy

Epidemiological surveillance of syphilis during pregnancy aims to control the vertical transmission of Treponema pallidum , adequately monitoring the behavior of the infection in pregnant women, planning and evaluating treatment, prevention and control measures. It is considered that the case of syphilis during pregnancy can be clinically evidenced by the disease and/or non-reactive treponemal serology, with any titration, even if the absence results in the treponemal test, which is performed prenatally or at the time of delivery or curettage (BRASIL, 2006a).

From 2005 to June 2017, 200,253 cases of syphilis in pregnant women were reported in SINAN, of which 44.2% were cases residing in the Southeast Region, 20.7% in the Northeast, 14.6% in the South, 11.1% in the North and 9.4% in the Central-West. In 2016, the total number of cases reported in Brazil was 37,436, of which 17,551 (46.9%) cases were residents of the Southeast Region, 6,571 (17.5%) in the Northeast Region, 6,608 (17.7%) in the South Region, 3,890 (10.4%) in the North Region and 2,816 (7.5%) in the Central-West Region (BRAZIL, 2017).

All states in the Northeast Region had rates below the national average; in addition to these, the states of Mato Grosso, Goiás, Distrito Federal, Minas Gerais, Amapá, Tocantins, Roraima and Rondônia had rates below the average.

When comparing the rates in 2011 and 2016, it can be seen that the only two states that showed a decrease, albeit slight, were Paraíba and Sergipe. The states of Amazonas and Rio Grande do Sul stand out, with the highest proportions of increase in their rates, as shown in Figure 1:

Figure 1 - Syphilis detection rate in pregnant women (per 1,000 live births) according to Federation Unit of residence by year of diagnosis. Brazil, 2011-2016.

Regarding the capitals, Rio de Janeiro, Vitória and Rio Branco were the capitals that presented the highest rates of syphilis detection in pregnant women in 2016, with values of 34.2, 33.7 and 32.4 cases per thousand live births, respectively. Other capitals that also presented high rates in 2016 were Manaus, Salvador, Florianópolis, Porto Alegre and Campo Grande, all with rates above 20 cases per thousand live births.

Regarding treatment, in 2016, 88.9% of prescriptions were for benzathine penicillin (at least one dose) and 2.1% were for other regimens. In 4.7% of cases, there was no prescription, and in 4.2% there was no information (unknown). The proportions of penicillin prescriptions in the stratification by UF ranged from 96.1% in Sergipe to 70.5% in Maranhão (BRASIL, 2017).

According to the Coordination of the State Program IST/Aids-SP (2008), when it comes to syphilis in pregnant women , it is considered that the inclusion of syphilis in pregnancy as a sexually transmitted infection with compulsory notification has justified the increase in the prevalence rate and high rate of vertical transmission, which varies from 30 to 100% without treatment or with inadequate treatment.

It is seen that in the period from 2005 to June 2018, they were notified in SINAN 259,087 cases of syphilis in pregnant women , of which 45.1% were cases residing in the Southeast Region, 20.5% in the Northeast Region, 14.7% in the South Region, 10.5% in the North Region and 9.1% in the Central-West Region. In 2017, the total number of cases reported in Brazil was 49,013 (28.4% more cases than in the previous year), of which 23,470 (47.9%) cases were residents of the Southeast Region, 9,084 (18.5%) in the Northeast Region, 7,864 (16%) in the South Region, 4,675 (10.5%) in the North Region and 3,920 (8%) in the Central-West Region. From 2016 to 2017, the number of notifications increased in all regions, with emphasis on increases of 38% and 36% in the Northeast and Central-West regions (BRASIL, 2019a).

This increase can be attributed, in part, to the change in the criteria for defining cases, which began to consider notification, in addition to prenatal care, at delivery and postpartum care as of October 2017. In 2017, in Brazil, a detection rate of 17.2 cases of syphilis in pregnant women/1,000 live births was observed (28.4% higher than the rate observed in

the previous year). The national detection rate was surpassed by the Southeast (20.8/1,000 live births) and South (20.1/1,000 live births) regions (BRASIL, 2019a).

METHODOLOGY

The present study brought epidemiological data from the municipality of Buritis, in Rondônia, Brazil, relating women who were diagnosed with acquired and pregnant syphilis between 2008 and 2018, and were registered in the SINAN system.

This is an epidemiological, documentary, cross-sectional, descriptive study with a quantitative approach, which will epidemiologically evaluate the frequency of cases registered in SINAN of syphilis acquired in women and gestational syphilis, in the Municipality of Buritis - RO, in the historical period formed by the years "2008 to 2018".

Data were sought in the SINAN and DATASUS systems only for those registered with information about the disease.

The municipality of Buritis, located in the state of Rondônia in the country of Brazil. Its population estimated by the 2010 Census is 32,383 inhabitants. Buritis is located 92 km southwest of Ariquemes, the largest city in the surrounding area. Situated at an altitude of 158 meters, Buritis has the following geographic coordinates: Latitude: 10° 12' 45" South, Longitude: 63° 49' 46" West.

PRESENTATION AND ANALYSIS OF RESULTS

The results below were created in tables according to the collection of registered data, including cases and detection rate of pregnant women with syphilis/1000 live births; syphilis in pregnant women by age group, percentage by age group with syphilis in pregnant women, education, percentage by education, race or color, percentage by race and color, clinical classification, percentage by clinical classification as well as results of congenital syphilis.

To verify the incidence of acquired, congenital and gestational syphilis in the Municipality of Buritis - RO in the proposed period.

The incidence of acquired, congenital and gestational

syphilis was worked on in the Municipality of Buritis - RO in the period proposed above, identifying the main obstacles and critics in relation to the diagnosis, treatment and increase in the number of cases of syphilis in the proposed period, so that soon after, it can be contributed to the reduction in the number of cases of acquired syphilis, syphilis in pregnant women and congenital syphilis in the Municipality of Buritis - RO.

Table 1 - Reported cases of acquired syphilis by municipality of residence from 2008 to 2018 in the municipality of Buritis – RO.

| Reported cases of acquired syphilis by municipality of residence and year of notification. Rondônia 2008 to 2018 | | | | | | | | | | | |
Municipal Residency RO	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
Buritis	0	0	0	0	0	2	1	15	14	19	40	124

Source: Datasus (2019)

Regarding the reported cases of acquired syphilis in the municipality of Buritis between 2008 and 2018, it was found that only the years 2013 to 2018 had occurrences. Of 124 reported cases, there were 02 cases in 2013, 01 case in 2014, 15 cases in 2015, 14 cases in 2016, 19 cases in 2017 and twice as many increase in 2018, with 40 cases.

It was noted that the year 2018 had the highest rate of sexually transmitted infection (STI) due to this disease.

Table 2- Table of acquired syphilis in women from 2008 to 2018 in the municipality of Buritis RO.

| Table of acquired syphilis in women in the municipality of Buritis, from 2008 to 2018 | | | | | | | | | | | |
Age range	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
Buritis	2	3	3	3		6	8	10		13		48

Source: Datasus (2019)

According to table 2, regarding syphilis acquired in women in the municipality of Buritis, it is seen that there were 48 cases between the years 2008 to 2018, with an increase between these years, with the highest rate in 2017, with 13 cases.

Table 3- Syphilis table in pregnant women in the period from 2008 to 2018 in the municipality of Buritis – RO.

| Syphilis table in pregnant women in the municipality of Buritis, from 2008 to 2018 | | | | | | | | | | | |
Municipal Residency RO Buritis	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
	0	0	1	0	0	1	2	3	7	11	0	25

Regarding cases and detection rate of pregnant women with syphilis, there were 25 cases between 2008 and 2018, however, there was only 01 case in 2010 and 2013, 02 cases in 2014, 03 cases in 2015, 07 cases in 2016 and 11 cases in 2017.

Table 4 - Table of congenital syphilis from 2008 to 2018 in the municipality of Buritis - RO .

| Syphilis table in pregnant women in the municipality of Buritis, from 2008 to 2018 | | | | | | | | | | | |
Age Range	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
Buritis	0	0	0	0	0	0	0	1	0	1	0	2

Source: Datasus (2019)

Regarding congenital syphilis in Buritis, it was found that there were only 02 cases, in the years 2015 and 2017.

To describe the epidemiological profile of women who were diagnosed with acquired syphilis and syphilis in pregnant women in the proposed period and location. Below, the epidemiological profile of women who were diagnosed with acquired and pregnant syphilis in the municipality of Buritis-RO was described.

Table 5 - Acquired Syphilis, by sex, from 2008 to 2018 in the municipality of Buritis - RO.

| Sex - Acquired Syphilis 2008 to 2018 | | | | |
Municipal Residency RO	Ignored	Masculine	Feminine	Total
Buritis	0	76	48	124

Source: Datasus (2019)

Regarding gender, there were 124 people who had acquired syphilis, 76 males and 48 females. It is clear that the number of infected men is higher.

Table 6 - Acquired syphilis, in women by age group, from 2008 to 2018 in the municipality of Buritis - RO

| Age Range - Acquired Syphilis in Women 2008 – 2018 | | | | | | | |
Municipal Residency RO	10-14	15-19	20-34	35-49	50-64	65-79	80 and+	Total
Buritis	2	5	20	12	5	4	0	48

Source: Datasus (2019)

Regarding the age range of women between 2008 and

2018, there were 48 cases, aged between 10 and over 80 years. Between 10 and 14 years old, there were 2 cases of acquired syphilis; between 15 and 19 years old, there were 5 cases; between 20 and 34 years old, there were 20 cases; between 35 and 49 years old, there were 12 cases; between 50 and 64 years old, there were 5 cases; between 65 and 79 years old, there were 4 cases and, among those over 80 years old, there was only one case. It was noted that the age group most affected by this acquired syphilis infection was between 20 and 34 years old.

Table 7 - Acquired syphilis, in women, according to education level, from 2008 to 2018 in the municipality of Buritis - RO .

Schooling of acquired syphilis 2008 – 2018 in women

Education	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
Illiterate	0	0	0	0	0	0	0	0	0	0	0	0
1st to 4th incomplete series	0	0	0	0	0	0	0	0	0	1	0	1
4th series complete	0	0	2	3	1	0	4	0	1	0	0	11
5th to 8th grade incomplete	0	0	0	5	2	1	3	1	1	2	0	15
Complete basis	0	0	0	0	0	0	0	0	1	1	0	2
Incomplete medium	0	0	0	0	0	2	0	2	0	2	0	6
Complete medium	0	0	0	0	0	0	1	0	1	2	0	4
incomplete higher education	0	0	0	0	0	0	0	0	0	0	0	0
Completed higher education	0	0	0	0	0	0	0	0	0	0	0	0
Not applicable	0	0	0	0	0	0	0	0	0	0	0	0
Ignored	0	0	1	0	0	0	2	0	3	3	0	9
TOTAL												48

Source: Datasus (2019)

According to the education level of acquired syphilis in women, it was noted that the highest incidence was in education between 5th grade and incomplete 8th grade in the years 2011, 2014 and 2017, with 15 cases. Next comes the 4th complete series between the years 2010, 2011, 2014, totaling 11 cases.

Table 8 - Acquired syphilis, in women, according to race/color, in the period from 2008 to 2018 in the municipality from Buritis - RO.

Race acquired syphilis 2008 to 2018

Municipal Residency RO	Ign/White	White	Black	Yellow	Brown	Indigenous	Total
Buritis	6	15	3	1	23	0	48

Source: Datasus (2019)

According to race, there were 48 cases of women who acquired acquired syphilis, 6 of which were ignored, 15 were white, 3 were black, 1 was yellow, 23 were brown, with the latter color prevailing.

Table 9 - Syphilis in pregnant women, according to age group, from 2008 to 2018 in the municipality of Buritis- RO.

Syphilis in pregnant women by age group between 2008 and 2018

Age range	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
10-14	0	0	1	0	0	0	0	0	1	0	0	1
15-19	0	0	1	0	0	0	1	1	1	7	0	11
20-29	0	0	0	0	0	1	1	2	4	2	0	10
30-39	0	0	0	0	0	0	0	0	1	1	0	2
40 or more	0	0	0	0	0	0	0	0	0	1	0	1
Ignored	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL												25

Source: Datasus (2019)

According to age group, there were 25 cases of syphilis in pregnant women, with 11 cases between 10 and 14 years old, with 1 occurrence in 2010 and 2016. between 15 and 19 years old; 01 occurrence in 2010, 2014 and 2015; 07 occurrences in 2017.

In the age group of 20 to 29 years, there were 10 cases, with 01 occurrence between the years 2013 and 2014; 02 occurrences between the year 2015, 04 occurrences in 2016, 02 occurrences in 2017.

In the age group between 30 and 39 years, there were 2 cases between 2016 and 2017. In the age group between 40 years and older, there was only 01 case in 2017.

Table 10 - Syphilis in pregnant women, according to education level, from 2008 to 2018 in the municipality of Buritis

Education - syphilis in pregnant women

Education	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
Illiterate	0	0	0	0	0	0	0	0	0	0	0	0
1st to 4th grade incomplete	0	0	0	0	0	0	0	0	0	1	0	1
4th series complete	0	0	0	0	0	0	0	0	1	0	0	1
5th to 8th grade incomplete	0	0	0	0	0	1	0	1	1	2	0	5
Complete elementary	0	0	0	0	0	0	0	0	1	1	0	2
Average incomplete	0	0	0	0	0	0	0	2	0	2	0	4
Complete medium	0	0	0	0	0	0	0	0	1	2	0	3
Incomplete higher education	0	0	0	0	0	0	0	0	0	0	0	0
Completed higher education	0	0	0	0	0	0	0	0	0	0	0	0
Not applicable	0	0	0	0	0	0	0	0	0	0	0	0
Ignored	0	0	1	0	0	0	2	0	3	3	0	9
TOTAL												25

Source: Datasus (2019)

According to the level of education, there were 25 cases of syphilis in pregnant women. There was 1 case in 2017, in a pregnant woman who was in the 1st to 4th grade. There was 1 case in 2016, in the 4th grade. There was 1 case in 2013, 2015 and 2016 in the 5th to 8th grade and also 2 cases in this level of education in 2017.

There was 01 case in 2016 and 2017 in complete elementary school. There were 02 cases in 2015 and 2017 in incomplete high school. There was 01 case in 2016 in complete high school and also 02 cases in this schooling level in 2017. A total of 9 cases were ignored between the years 2010, 2014, 2016 and 2017.

Table 11 - Syphilis in pregnant women, according to race/color, from 2008 to 2018 in the municipality of Buritis - RO.

Race thru e color	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
White	0	0	1	0	0	1	0	1	1	2	0	6
Black	0	0	0	0	0	0	0	0	0	1	0	1
Yellow	0	0	0	0	0	0	0	0	0	0	0	0
Brown	0	0	0	0	0	0	0	2	4	7	0	13
Indigenous	0	0	0	0	0	0	0	0	0	0	0	0
Ignored	0	0	0	0	0	0	2	0	2	1	0	5
TOTAL												25

Source: Datasus (2019)

Regarding race or color in syphilis in pregnant women, 25 cases were found in total, with 01 case in white women between the years 2010, 2013, 2015 and 2016, as well as 02 cases in the year 2017. In black women there was only 01 case in 2017. In brown women there were 02 cases in 2015, 04 cases in 2016 and 07 cases in 2017. of those ignored, there were 02 cases in 2014 and 2016 and 01 case in 2017.

Table 12 - Syphilis in pregnant women, according to clinical classification, from 2008 to 2018 in the municipality of Buritis - RO.

Classification clinic	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
Primary syphilis	0	0	1	0	0	0	2	0	3	2	0	8
Secondary syphilis	0	0	0	0	0	0	0	0	0	6	0	6
Tertiary syphilis	0	0	0	0	0	0	0	1	2	1	0	4
Latent syphilis	0	0	0	0	0	0	0	0	0	0	0	0
Ignored	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL												18

Source: Datasus (2019)

According to the clinical classification of syphilis in pregnant women, it was found that there were a total of 18 cases classified as primary, secondary, tertiary and latent syphilis. Between the years, it was found that in 2010 there was 01 case of primary syphilis, 02 cases in 2014 and 2017 and also, 3 cases in 2016. In the year 2017, there were 06 cases of secondary syphilis. In the years 2015 and 2017 there was 01 case of tertiary syphilis and 02 cases in 2016.

According to the epidemiological data collected, it was found that there is no clinical classification of tertiary and latent syphilis.

Table 13 - Congenital syphilis, according to age group, from 2008 to 2018 in the municipality of Buritis -RO

Age range	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
10-14	0	0	0	0	0	0	0	0	0	0	0	0
15-19	0	0	0	0	0	0	0	0	0	1	0	1
20-29	0	0	0	0	0	0	0	1	0	0	0	1
30-39	0	0	0	0	0	0	0	0	0	0	0	0
40 or more	0	0	0	0	0	0	0	0	0	0	0	0
Ignored	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL												2

Source: Datasus (2019)

According to table 10, regarding the age range of congenital syphilis, it was found that there were only 02 cases in total, between the ages of 15 to 19 years with 01 case in 2017 and from 20 to 29 years also with one case in 2015.

Table 14 - Congenital syphilis, according to education, from 2008 to 2018 in the municipality of Buritis - RO.

Education	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
Illiterate	0	0	0	0	0	0	0	0	0	0	0	0
1st to 4th grade incomplete	0	0	0	0	0	0	0	0	0	0	0	0
4th series complete	0	0	0	0	0	0	0	0	0	0	0	0
5th to 8th grade incomplete	0	0	0	0	0	0	0	1	0	0	0	1
Complete elementary	0	0	0	0	0	0	0	0	0	1	0	1
Incomplete medium	0	0	0	0	0	0	0	0	0	0	0	0
Complete medium	0	0	0	0	0	0	0	0	0	0	0	0
incomplete higher education	0	0	0	0	0	0	0	0	0	0	0	0
Completed higher education	0	0	0	0	0	0	0	0	0	0	0	0
Not applicable	0	0	0	0	0	0	0	0	0	0	0	0
Ignored	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL												2

Source: Datasus (2019)

According to education, there were also only 2 cases of congenital syphilis. In 2015, there was one case in the 5th to 8th grade incomplete schooling and in 2017, there was one case in the elementary school completed.

Table 15 - Congenital syphilis, according to race/color, in the period from 2008 to 2018 in the municipality of
Buritis - RO.

Race or color – congenital syphilis

Race or color	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
White	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Yellow	0	0	0	0	0	0	0	0	0	0	0	0
Brown	0	0	0	0	0	0	1	0	1	0		2
Indigenous	0	0	0	0	0	0	0	0	0	0	0	0
Ignored	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL												2

Source: Datasus (2019)

According to the race or color of congenital syphilis, there were only 02 cases, whose infections occurred in brown people between the years 2015 and 2017.

Identify the main obstacles and criteria regarding the diagnosis, treatment and increase in the number of syphilis cases in the proposed period .

Below, the main obstacles and criteria regarding the diagnosis and increase in the number of syphilis cases among women in the municipality of Buritis-RO were identified.

Table 16- Cases and detection rate (per 1,000 live births) of pregnant women with syphilis by year of diagnosis in the period from 2008 to 2018 in the municipality of Buritis - RO.

Detection of pregnant women with syphilis by diagnosis

Syphilis in Pregnant Women	Total	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Cases	25	0	0	1	0	0	1	2	3	7	11	0
Detection rate	-	0	0	1.5	0	0	1.7	3.2	4.9	11.5	18.1	-

Source: Datasus (2019)

According to the cases and detection rate of pregnant women with syphilis, it was noted that there were 25 cases in total, with 01 case in 2010, 01 case in 2013, 02 cases in 2014, 3 cases in 2015, 7 cases in 2016 and 11 cases in 2017, with 2017 being the highest year of all.

Table 17 - Percentage distribution of cases of pregnant women with syphilis according to treatment regimen by year of diagnosis in the period from 2008 to 2018 in the municipality of Buritis - RO.

Pregnant women with syphilis according to treatment regimen

Moment of diagnosis of maternal syphilis	Total	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
During prenatal care	1	0	0	0	0	0	0	0	1	0	0	0
At the time of delivery/curettage	1	0	0	0	0	0	0	0	0	0	1	0
After childbirth	-	0	0	0	0	0	0	0	0	0	0	0
Unrealized	-	0	0	0	0	0	0	0	0	0	0	0
Ignored	-	0	0	0	0	0	0	0	0	0	0	0

Source: Datasus (2019)

According to the percentage of cases of pregnant women with syphilis according to treatment regimen per year, it was noted that there were only two cases, 1 case in 2015 and another in 2017, during prenatal care and at the time of delivery/curettage.

Table 18 - Cases of congenital syphilis according to final diagnosis by year of diagnosis in the period from 2008 to 2018 in the municipality of Buritis - RO.

Congenital syphilis according to final diagnosis

Final Gnostic	Total	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Recent congenital syphilis	2	0	0	0	0	0	0	0	1	0	1	0
Congenital syphilis late	0	0	0	0	0	0	0	0	0	0	0	0
Abortion due to syphilis	0	0	0	0	0	0	0	0	0	0	0	0
Stillbirth due to syphilis	0	0	0	0	0	0	0	0	0	0	0	0

Source: Datasus (2019)

Regarding cases of congenital syphilis according to final diagnosis per year, it was noted that there were only 02 cases, of recent congenital syphilis, in the years 2015 and 2017.

Table 19 - Cases of congenital syphilis according to treatment regimen, from 2008 to 2018 in the municipality of Buritis - RO.

Treatment Scheme	2014	2015	2016	2017
Penicillin	2	3	7	10
Another Scheme	-	-	-	-
Unrealized	-	-	-	1
Ignored	-	-	-	-

Source: Datasus (2019)

Regarding the treatment regimen, there were 23 cases that used the treatment, and in 2014, there were two cases that used penicillin, 2015 had 03 cases that used penicillin, in 2016, there were 07 cases that used penicillin and 10 cases in 2017 that used penicillin.

Table 20 - Cases of congenital syphilis according to maternal treatment regimen, in the period 2008 to 2018 in the municipality of Buritis - RO.

Maternal treatment scheme	Total	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Adequate	0	0	0	0	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0	0	0
Unrealized	2	0	0	0	0	0	0	0	1	0	1	0
Ignored	0	0	0	0	0	0	0	0	0	0	0	0

Source: Datasus (2019)

Regarding the treatment regimen, there were 23 cases that used the treatment, and in 2014, there were two cases that used penicillin, 2015 had 03 cases that used penicillin, in 2016, there were 07 cases that used

penicillin and 10 cases in 2017 that used penicillin.

Table 20 - Cases of congenital syphilis according to maternal treatment regimen, in the period 2008 to 2018 in the municipality of Buritis - RO.

Maternal treatment scheme	Total	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Adequate	0	0	0	0	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0	0	0
Unrealized	2	0	0	0	0	0	0	0	1	0	1	0
Ignored	0	0	0	0	0	0	0	0	0	0	0	0

Source: Datasus (2019)

According to the maternal treatment scheme, there were no cases between 2015 and 2017, with 02 cases in total.

With the exception of asymptomatic newborns with non-reactive VDRL and born to adequately treated mothers, all other newborns with maternal diagnosis and treatment of syphilis should undergo screening procedures in the maternity ward. Therefore, it was not performed because there were no treated or non-reactive mothers.

Preventive measures are taken during prenatal care, at the time of delivery and after delivery, involving pregnant women, children and sexual partners. Medications must be available at the location where prenatal care and delivery will be carried out, whether in the municipality or another referenced location. Other fundamental preventive actions include: having cabergoline available in maternity hospitals, in the municipality where the pregnant woman lives or in the reference municipality, to inhibit lactation (as well as guidance on the reason for not breastfeeding); zidovudine (AZT) oral solution for use for four weeks by the newborn or until the child's first consultation; and the provision of infant milk formula for feeding and nutrition of the child.

According to epidemiological data collected from the municipality of Buritis, state of Rondônia, it was initially found that there were 124 reported cases among men and women regarding acquired syphilis per municipality per residence and year of notification, with the highest rate in 2018, with 40 cases, this means that it had the highest rate of sexually transmitted infection (STI) for this disease.

From the data collected among pregnant patients, the variables age, race, education, occupation, gestational age on the date of notification, clinical classification of syphilis and other important points, such as diagnosis and treatment, were analyzed.

It is known that laboratory diagnosis plays a fundamental role in combating syphilis, as it allows confirmation of the diagnosis and monitoring of the response to treatment. Thus, in accordance with the specific objectives of the previous item, the results are available regarding acquired syphilis, in pregnant women and congenital syphilis.

Regarding syphilis acquired in women in the municipality of Buritis, it was noted that there were 48 cases between 2008 and 2018.

Syphilis in pregnant women in the municipality of Buritis, it was observed that there were a total of 25 cases detected, with the highest incidence in 2017, with 11 cases. Regarding congenital syphilis, in general, in the municipality of Buritis-RO, it was found that there were only 02 cases, in the years 2015 and 2017. Regarding the age range age, it was found that the age most affected by this acquired syphilis infection was between 20 and 34 years old between 2008 and 2018. Still on acquired syphilis, in terms of sex, males prevailed, and they were infected. In terms of age range between 2008 and 2018, there were 124 cases, with ages ranging from 10 to over 80 years old, with the largest number of cases in the age range between 20 and 34 years old, being the age group most affected by the disease that is acquired.

According to studies by Brasil (2018), it is considered that in Brazil, in the historical series from 2005 to 2017, it was observed that 52% of pregnant women diagnosed with syphilis were in the age group of 20 to 29 years, 24.7% in the age group of 15 to 19 years and 19.8% in the age group of 30 to 39 years. Since 2005, the proportion of syphilis diagnoses in pregnant women between 30 and 39 years was higher than that of those between 15 and 19 years, with an inversion of this relationship having been observed since 2011.

Guglielminetti (2017) describes that the age group between 15 and 34 years old is the group that registered the greatest growth in Syphilis contamination between 2010 and 2016, according to data from Devisa (Department of Health Surveillance). In 2010, there were 43 people infected with the disease, compared to 624 people in 2017 – an increase of 14 times.

According to studies by the Ministry of Health (2010), in the case of primary syphilis, laboratory diagnosis can be made by direct examination of Treponema pallidum using dark-field microscopy, Fontana-

Tribondeau staining, which uses silver salts, and direct immunofluorescence. Antibodies begin to appear in the bloodstream approximately 7 to 10 days after the appearance of the hard chancre, which is why serological tests are non-reactive at this stage.

Epidemiological data regarding race, of acquired syphilis, it was noted that brown skin color prevails more.

Regarding syphilis in pregnant women, by age group, it was noted that there were 25 cases, overall, with a higher rate of cases in the ages between 15 and 19 years old.

Marques et al . (2018) reports that during the period of their study, there were 9 cases in the age group of 10 to 14 years (2% of the total), 94 cases of 15 to 19 years (20.8%), 336 cases aged 20 to 39 years (74.4%) and 13 cases aged 40 to 59 years (2.8%). These data indicate that most cases of syphilis occur in the age group of 20 to 39 years, reinforcing the importance of screening and notification programs specific to women's most fertile phase.

In terms of education, there were a total of 25 cases, with a prevalence of incomplete 5th to 8th grade, that is, a higher rate of cases.

Regarding the race or color of syphilis in pregnant women, there were 25 cases in total, with 2017 being the most common year, with 7 cases of brown skin. Brasil (2018) presents its data according to the race/color criterion, identifying that, in 2017, 48.6% of pregnant women diagnosed with syphilis were brown, 30.7% white and 12.7% black. When considering the classification "black", which corresponds to black and brown women, the percentage increases to 61.2%. Due to the decrease in the proportion of "ignored" cases over the course of the historical series (from 20.2% in 2005 to 6.6% in 2017), it was observed that there was an improvement in the completion of this variable. In 2017, indigenous and yellow women represented 1.4% of the total number of pregnant women with syphilis. Regarding syphilis in pregnant women regarding clinical classification, in 2017, there were 06 cases of secondary syphilis, with no clinical classification of tertiary and latent syphilis.

The clinical classification of syphilis in pregnant women increased in 2016, with the relevance of the clinical classification concerning the risk of vertical transmission, which is greater in primary and secondary syphilis, according to data collected from Marques et al ., (2018).

In congenital syphilis by age group, it was observed that there were only 02 cases between 15 and 19 years old. Regarding education in congenital syphilis, there were only 02 cases in the 5th to 8th grade incomplete education and in the complete elementary school.

Furthermore, regarding education, the highest rate was in 2015 and 2017, between 5th and 8th grade.

Regarding education, 26.1% of the information was recorded as "unknown" in 2017. Furthermore, 53.1% of the women who were notified had not completed high school, and 20.7% completed at least high school (BRAZIL, 2018)

It is seen that for the diagnosis of syphilis during pregnancy, data from the prenatal card and hospital records of the puerperal woman and newborn were used.

A case of syphilis during pregnancy was considered to be a puerperal woman who presented one of the following situations: reactive results recorded on the prenatal card, regardless of the titration; record of syphilis infection in the hospital records; record of congenital syphilis diagnosis in the newborn's records. The incidence of congenital syphilis per thousand live births and the vertical transmission rate, with their respective 95% CI, were estimated for Brazil and macro-regions and compared to cases reported to the Notifiable Diseases Information System (SINAN) in 2011.

Regarding the race or color of congenital syphilis, it was found that infections occurred in brown people between 2015 and 2017.

Regarding the cases and detection rate of pregnant women with syphilis, it was noted that there were 25 cases in total, with 2017 being the year with the highest number of cases.

According to the percentage of cases of pregnant women with syphilis according to treatment regimen per year, there were only two cases during prenatal care and at the time of delivery/curettage.

Regarding cases of congenital syphilis according to final diagnosis per year, it was noted that there were only 02 cases, which were recent congenital syphilis. Despite the overall reduction in the incidence of

congenital syphilis and the fact that the Unified Health System (SUS) provides diagnostic tests and treatment for pregnant women in the context of prenatal care - considered the most effective public health measure for controlling congenital syphilis - its incidence remains very high in Brazil. According to data from the Ministry of Health (2017), the incidence rate of congenital syphilis in 2015 was 6.5 cases per thousand live births, which represents, in absolute terms, 19,235 new cases of congenital syphilis in the country.

Regarding the treatment regimen, the year 2017 was the most prevalent, using penicillin.

According to the maternal treatment scheme, there were no cases between 2015 and 2017, with 02 cases in total.

Finally, according to the Ministry of Health's Syphilis Epidemiological Bulletin (2017), in Brazil, the incidence rate of congenital syphilis (from 2.4 to 6.8 cases per 1,000 live births) and the detection rate of syphilis in pregnant women (from 3.5 to 12.4 cases per 1,000 live births) have increased approximately threefold in the last five years. The Strategic Action Agenda for the Reduction of Congenital Syphilis in Brazil was launched in 2016, aiming at the implementation of strategic and priority actions to reduce syphilis.

CONCLUSION AND RECOMMENDATIONS

There was a predominance of syphilis in pregnant women with a tertiary clinical classification and a tendency towards specific population groups, such as brown women aged between 20 and 39 years, with a low level of education, living in urban areas and representatives of less favored socioeconomic classes. Given this scenario, it can be inferred that there is a need for more vigorous interventions aimed at prevention, early diagnosis and adequate treatment of syphilis, focusing on more vulnerable populations, with the aim of reducing the observed social disparities.

Therefore, knowing the clinical characterization of syphilis is vital for adopting the appropriate therapy. In syphilis, treatment must be carried out, which may show improvement, but there may also be a dropout rate due to its greater complexity.

Therefore, as with most of the cases reported in the municipality of Buritis, state of Rondônia, the focus should be on adequate treatment for infected patients, aiming to reduce the risks of this disease.

To reduce the prevalence of syphilis during pregnancy and congenital syphilis, it is essential that health professionals and the community become aware of the importance of early diagnosis and effective treatment for women.

Given the above, this work opens up perspectives for new studies using predictive approaches on databases related to congenital syphilis and its social determinants, through the adoption of data science techniques applied to health.

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THE IMPORTANCE OF PLAY IN EARLY CHILDHOOD EDUCATION

AUTHORS

Ery Lira Leite: Specialist in School Management from UNICID – SP and Specialist in Football Training from – IBGM; Master's student in Educational Sciences – UNIDA – PY. Graduated in Full Degree in Physical Education - UPE. Physical Education Teacher in the Municipality of Lajedo-PE and Management Assistant at the Reference School in High School - Deolinda Amaral – Pernambuco.
Contact: eryneno@gmail.com / (87) 98134-3171

Rosemary Ramos e Silva: POST-DOCTOR in Educational Sciences in progress at UNIDA-PY; PhD in Educational Sciences from UNIDA-PY; Master of Science in Education from Columbia – PY; MBA in educational management and distance learning management in progress at UNINASSAU; Graduated in Literature from the Educational Authority of Belo Jardim – FABEJA; Pedagogy from the Faculty of Philosophy, Science and Letters of Boa Esperança. Postgraduate degree in pedagogy: Management and Planning.
Contact: rs.rosemary@hotmail.com /(81) 99983-8173

ABSTRACT

This article aims to study the importance of play in early childhood education with a bias towards an investigation that addresses childhood and the phenomena that comprise it and should be studied by teachers . Based on this assumption, Early Childhood Education is a rich and privileged space within the school environment, as it is the essential basis for leveraging other educational modalities . Therefore, the guiding problem of this study consists of discussing how educators think about the context of Early Childhood Education regarding playful activities, games and games, and what contributions these make to the effective learning of students in the process that precedes literacy . Finally, all playful activities should have the purpose of developing the child's learning, and the educator should always be in the process of training with attention focused on the various areas in the field of playfulness that lead him to constant reflections regarding the context of play and games in Early Childhood Education classes. Childish.

Keywords: Play; Early Childhood Education; Teacher; Teaching and Learning.

INTRODUCTION

The importance of playing in early childhood education is a comprehensive topic and should be guided by an investigation into childhood and the phenomena it encompasses and should be studied by teachers, Bujes (2005, p.187): "Considering that it is not an easy topic, since childhood has several meanings for certain cultures".

Each culture and people have their own way of viewing Early Childhood Education and teaching their children. Playing is important for the integral development of human beings in the physical, social, affective, emotional and cognitive aspects. In literature, play is seen as a resource that can stimulate child development and provide means that facilitate school learning.

Games and Toys in Childhood are the basis of early childhood education. Playing is a way of communicating. It is through play that children enter the world of make-believe, learning rules, values, and behaviors that they will carry into their adult lives. Early childhood education teachers have the great challenge of molding a new product or polishing a jewel. The tools for this work are found in games and play, toys, and playfulness.

When activities involving play and games are brought to the fore in the teacher's pedagogical work, in lesson planning, and in curricular guidelines, many questions arise about the activities that will be offered to children, as it is necessary that they actually promote learning.

Based on this premise, Early Childhood Education is a rich and privileged space within the school environment, as it is the essential basis for leveraging other educational modalities. Educating by teaching using methods that contemplate fantasy, playfulness, play and games is bringing innovation to contemporary times to achieve the proposed objective, which is nothing more than learning and moving towards literacy.

Thus, it can be stated that routine and repetition of educational exercises make a class monotonous and, as a consequence, empty. Searching for new methodologies and a new approach generates tools that will enable the child to awaken interest in the use of games, making the child discover a new way of learning in a pleasurable way. The world of children is magical, and bringing these moments into the classroom is essential to make the class very satisfactory and, consequently, an attractive and effective literacy environment.

According to Velasco (1996, p. 78):

> When children play, they develop their physical, verbal and intellectual abilities. When children do not play, they fail to stimulate and even develop their innate abilities, and may become insecure, fearful and aggressive adults. When they play willingly, they have a greater chance of becoming balanced, conscious and affectionate adults.

According to the author above, it is important to perceive and encourage children's creative capacity, since this constitutes one of the ways of relating to and recreating the world, from the perspective of children's logic. Playing is seen seriously in the development of children, where they will be encouraged to learn in a pleasurable and meaningful way. Through play and games, children can experiment, discover, create and recreate spaces and experiences, and build knowledge. The child is a "sponge", as he absorbs and retains everything very easily. This is a phase of development that must be stimulated. He should be inserted in a literacy environment, in a happy coexistence with the world of letters.

The use of procedures that involve games tends to contribute more easily to the child's teaching and learning process, in the formation of social attitudes such as cooperation, socialization, mutual respect, interaction, which favor the construction of the child's knowledge and personality.

METHODOLOGY

The research bias emerged in accordance with authors who portray the importance of play in the school institution.

Initially, a survey of scientific material produced on the theme "The Importance of Play in Early Childhood Education" was conducted, which was available in indexed journals, books, Municipal Plans for Early Childhood, UNICEF Guides, magazines and articles. Through the bibliographic survey, it was found that these tools contribute to the promotion and strengthening of public policies for Early Childhood Education and its dimensions. These instruments were selected according to their relevance to contribute to this study.

PRESENTATION AND ANALYSIS OF RESULTS

The project's thematic axis is based on theorists who addressed the content in question, drawing a parallel, with the main focus being the importance of play in early childhood education.

Early childhood education should promote the development of knowledge, attitudes and skills, and it is the teacher's responsibility to broaden the child's experience with the environment, since playing is a right written in the Universal Declaration of the Rights of the Child (approved by the United Nations General Assembly in 1959). In article seven, alongside the right to education, it emphasizes the right to play. "Every child shall have the right to play and have fun, and society and public authorities shall be responsible for ensuring that the child fully exercises this right."

In this way, when a child plays, many things happen, he or she immerses himself or herself in an enchanted world, revealing his or her worldview, sharing and exchanging experiences simply by using the will to experiment. A child needs to play, to be free to create, and it is through creativity that the individual discovers his or her self. For a child, playing and having fun is not a pastime, nor is it just fun, but rather a serious moment where he or she is learning and discovering the world around him or her.

As indicated by research carried out with children for the construction of Municipal Plans for Early Childhood (PMPI), this research supports results and their analyses in the context that the study focuses on when contemplating the importance of playing in Early Childhood Education.

Based on this assumption, in the PMPI of the city of Recife-PE, through the speech, "A child is someone who studies, plays, uses their cell phone a lot and when they get tired, they sleep." (Yana, 5 years old – Dois Rios School – Ibura) 2020, through a research that brings to the document the basis for the legality of the child's right in their early childhood to play and spaces that make them feel like the protagonist of their own learning.

Based on this principle, it is in early childhood education that all these requirements that are indispensable for the development of autonomy, self-knowledge and identity of the child are found, preparing them for the strong future demands and contributing to the formation of young people and future adults with good social, family and professional relationships. Early childhood education is the true foundation of learning, the one that leaves the child ready to learn and live, corroborating Kishimoto (2001:3) who tells us:

> Being a child means having identity and autonomy, and being able to express your emotions, your needs, it means forming your personality, it means expressing yourself in contact with sign language, it means expressing your understanding of the world through sign language, artistic languages, as well as oral and written languages.

In the school environment, children go through enriching experiences: they share, cooperate with each other, expand their vocabulary, make new friends, learn the rules of coexistence, are introduced to ethical values, respect, diversity, the environment, timetables, and learn good eating habits.

At the São Paulo PMPI, one of the children interviewed was asked: What is good for children? "A park, a slide, a swing, a seesaw, a merry-go-round, clowns, games, picnics, playhouses, grocery stores, fairs... There has to be art, modern art, beautiful art. For something to be beautiful: beautiful art, fruits, flowers, vases, trees, lamps... Activities? Stickers, reading... "João Eduardo - 6 years old, (2018)

Games and toys in early childhood education are important elements for the cognitive, physical and emotional development of children, as it is through play that they experience reality, in line with Goés' statement (2008, p. 37), even though:

> (...) playful activities, games, toys, and games need to be improved, understood, and given more space to be understood as education. As teachers understand their full potential to contribute to child development, changes will occur in education and in the subjects involved in this process.

The educator, as the main person responsible for organizing learning situations, must understand the value of play and games for the development of a student, as they must provide an environment that is favorable to learning, fostering feelings of joy, pleasure, movement, and values of solidarity and mutual respect in the act of playing. Playing is an act that happens spontaneously; situations must be planned and organized so that play occurs in a diverse

manner.

Therefore, as a mediator of learning, the teacher must use new methodologies, always seeking to include games in their practice, as their objective is to form students who are participatory, critical and capable of facing challenges.

According to the PMPI of Sobral-CE, a research tool and support for this study, after listening to children in the various neighborhoods and districts of Sobral, work was carried out to systematize their cognitive perception. After questioning two children about the importance of playing, the following responses were obtained: "I don't like going inside the house because I like to stay outside playing ball. I play ball with my friends. I don't like cars "stepping" over the ball. There are a lot of cars passing by there (Gabriel – 6 years old; Davi – 5 years old; 2022)".

Corroborating Piaget's findings, which discusses development, which is the search for balance as a constant process, and according to Piaget, human development occurs through stages, phases, for all individuals. The phases of development according to Piaget are:

- Sensorimotor Period (0 to 2 years);
- Pre-operative period (2 to 7 years);
- Period of concrete operations (7 to 11 or 12 years);
- Period of formal operations (11 or 12 years onwards).

Jean Piaget was a pioneer in the study of children's intelligence. He believed that human behavior is not innate, nor does it result from conditioning. Rather, it is the result of interaction between the individual and the environment. Piaget's theory states that the construction of knowledge occurs when physical or mental actions are followed by the assimilation of these actions, and an educational balance is automatically achieved.

Piaget: (1896-1980):

> Both play and games are essential to contribute to the learning process. When launching an unfamiliar activity, whether a game or a play, the student will feel conflicted. However, as soon as he becomes aware and understands the ideas better, he will be assimilating and adapting to the new knowledge.

During play, children make the same effort they make when learning to walk, talk, eat, and learn other things. This effort is intense and demands concentration. In this sense, it is worth noting that recognizing playful activities, games, and play as tools inherent to the teacher's pedagogical work for teaching and learning in early childhood education must have their real importance in terms of children's overall development. According to the National Curricular Reference for Early Childhood Education (BRASIL, 1998, p. 23, v.01):

> Educating therefore means providing situations of care, play and learning guided in an integrated manner and that can contribute to the development of children's interpersonal relationship skills, of being and being with others in a basic attitude of acceptance, respect and trust, and access by children to broader knowledge of social and cultural reality.

In past decades, children played based on the knowledge passed on to them by their grandparents, uncles and aunts or even their neighbors. But over the years, there have been changes in the ways of playing, as well as in the toys themselves. Before, toys were made by parents and grandparents, but now these same toys are made by the industry, which has started to create and produce toys all over the world.

Children, when they learned to make their own toys with the help of their grandparents and parents, developed creativity and reasoning. Today, children no longer need creativity to play and make their toys, since everything is already industrially created for sale. Given this situation, it is clear that games in the past allowed children to discover, invent and seek solutions to problem situations that arise in games. Therefore, for children, playing means obeying the conscious and unconscious impulses that lead to highly significant physical and mental activities. Since playing is of interest to children, it promotes attention and concentration, leading them to create, think and learn new words, situations and skills.

All play activities should aim at the child's development and learning. In motor development, games help to improve motor skills, increasing strength, speed, endurance, flexibility, coordination, laterality, and structuring of notions of time and space. The toy is influenced by age, sex, and the presence of companions, in addition to aspects related to novelty, surprise, complexity, and variability. Children can play alone or with companions, with or without a high degree

of cooperation to achieve a common goal. A ball, for example, suggests a little exercise, a teddy bear can be a great friend; in short, toys serve as intermediaries so that children can better integrate into the world in which they live.

When playing in groups or even alone, children turn their games into a true social practice and through this practice they learn to count, play, distinguish and organize their ideas and their lives. It is worth noting that play can become satisfying when the use of toys seeks imaginary tendencies and the child socializes through their integration with the objects and the cultural environment that surrounds them. Toys should represent challenges for the child and should be suited to their interests and creative needs, as they are invitations to play, as long as the child wants to interact with them.

However, toys have a strong influence on the formation of children's personalities, as they are associated with children's needs during childhood, i.e., a very young child's attempt is to satisfy his or her desires immediately. The characteristics of toys and their relationship with development are addressed in order to emphasize that toys are a product of a society with specific cultural traits, in addition to being objects rich in meaning, and play is considered a form of action and interpretation of the meanings contained in toys, hence its importance for children's intellectual development.

Playfulness includes games, play and toys themselves, both old-fashioned and modern-day play, as they are educational and help students learn and interact with others. It is through interaction that children develop their creativity and freedom. The play activities experienced by children are characterized by involvement, participation, imagination and group participation, and may or may not be supported by toys/objects. They represent play embodied in the child's actions and the sharing of experiences, which can happen individually or in a group.

Kishimoto (1993, p. 15) states:

> Games have diverse origins and cultures that are transmitted through different games and ways of playing. The purpose of these games is to build and develop coexistence among children by establishing rules, criteria and meanings, thus enabling more social coexistence and democracy, because "as a spontaneous manifestation of popular culture, traditional games have the function of perpetuating children's culture and developing forms of social coexistence.

Given the above quote, it is clear that children's games and play bring with them their own identity, promoting not only learning, but also enabling immersion in the world of the cultural and historical roots of the family, community, and society, transforming and enabling knowledge into opportunities.

CONCLUSION

When carrying out the study on the importance of playing in early childhood education, it is noted that it is in Early Childhood Education that there is a space that brings together possibilities and literacy construction during its process, permeating varied methods to reach the child's learning.

The theme aims to demystify the idea that games and play at school are simply a waste of time that can even be futile. Games and play are essential tools for the development, socialization and communication between children and, at the same time, they form values for life.

Based on this premise, the contribution of children's games portrays the child's own history and culture, and at the same time provides a healthy experience throughout life, passed down from generation to generation. Games and play lead children to constantly challenge themselves, making them realize their capacity for overcoming challenges and creativity over time, which are essential for the development of autonomy and self-knowledge, a preparation for the strong demands of the future, which will contribute to the formation of a young person and an adult with good social, family and professional relationships.

Therefore, it is essential to emphasize that playing, having fun, and living together makes the world in which the child lives real and full of meaning, thus awakening cognitive, motor, cultural, social, sensory, emotional, and creative skills, which are essential for living in society.

Finally, all playful activities must have the purpose of developing the child's learning, and the educator must always be in the process of training with attention focused on the different areas in the field of playfulness that lead to constant reflections regarding the context of play and games in Early Childhood Education classes.

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INCLUSIVE EDUCATION AND CURRICULAR ADAPTATION FROM THE TEACHER'S PERSPECTIVE FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

AUTHOR

Rosana dos Reis da Silva: Master's Degree in Educational Sciences from Columbia University of Paraguay. Position: Professor of Specialized Educational Services at the Municipal Government of Vargem Alta, Espírito Santo, and State Secretary of Education.

Contact: rosanareis.prof@gmail.com

ABSTRACT

The objective of this article was to analyze inclusive education, specifically, students who have Autism Spectrum Disorder, curricular adaptations, the barriers faced by teachers in pedagogical practice and their training within EM. Basic Education "Alzira Gomes," located in the municipality of Vargem Alta, Espírito Santo. Currently, autism has been a central focus of study, especially when the student is integrated into the educational environment. Given this fact, curricular adaptations emerge with the aim of adapting the curriculum to the needs of the students in question. The results confirmed that teachers are unprepared to deal with students with any type of disability, especially autistic students in the regular school system. To promote interaction between autistic students and develop quality learning, it is essential that professionals have adequate, continuous, coherent, practical, and specialized training. This will allow us to meet the needs of these students equitably, without distinction, using inclusion as a means of bringing people together within a social, authentic, and, above all, human reality.

Keywords: Inclusive Education. Teacher Training. Pedagogical Practices. TEA.

INTRODUCTION

It is known that significant progress has been made in the inclusion of children and adolescents in the school environment over the last three decades. Furthermore, congresses, laws, and declarations are increasingly focused on the possibility of integrating all people, with or without disabilities, into society.

Overcoming fear of what is different, of what is new, is a challenge that will be discussed, reflected upon, and written about throughout this reflection, and it will be understood that the other is a person and needs to be seen as such. The purpose of this research is to understand and reflect on the laws that advocate inclusion and respect for differences, and to leave a work or legacy so that we can contribute to school inclusion and reshape the pedagogical practices used by teachers who lead the classroom with these students considered "Special." It is noted that inclusive education requires dynamic and innovative teaching practices that will require continuing in-service teacher training.

A quality education for all, where they are perceived as students and can learn from their limitations, among other factors, the attribution of new dimensions of school, which consists not only of acceptance, but also of valuing differences, reclaiming cultural values and respect for learning and building. However, special education, which for a long time was restricted to parallel teaching, has gradually redefined its role, acting directly to serve these students within the regular school system (Bueno, 2012).

Throughout this study, testimonies will be presented from professors and renowned researchers committed to taking inclusive education in a new direction, aiming to significantly improve the current situation. However, progress has been made, but there is still much further to go.

Current research has demonstrated great concern for/ with professors who are leaving universities unprepared to serve as teachers specializing in diversity education. They are receiving guidance to work homogeneously, knowing that this reality does not exist, as classrooms are heterogeneous (Jannuzzi, 2014).

Since 1994, with the advent of the Salamanca Declaration, numerous debates have been held regarding the inclusion of people with disabilities in the school context. Inclusion has been a topic of discussion in the educational field, both in the form of legislation and in theory and practice. However, there are still few studies that identify the inclusive conceptions of teachers who work with this population.

INCLUSION AND CREATIVITY POSSIBLE SYMBIOSIS

From the perspective of Inclusion, we have several perspectives that guide our discussion and corroborate some authors.

According to Padilha (2010), inclusion addresses the inherent differences in human beings, and this diversity isn't limited to the minority. Each person has their own "baggage," their beliefs, worldviews, cultural references, personal conditions and capabilities, among other factors that distinguish them from any other individual. In this context, specific needs arise that require methodological modifications in the school environment, requiring more time for certain students to adapt and advance within the objectives and content, thus providing access to varying degrees of complexity through strategies aimed at achieving the proposed educational goals.

Society is constantly changing, and education has been evolving in terms of legislation and the physical structure of schools. However, a change in the way we think about the entire educational process is necessary so that Brazilian education can develop critical citizens who can work to improve their lives and, consequently, change society as a whole.

LAWS AND PUBLIC POLICIES FOR INCLUSIVE EDUCATION

Inclusive education laws are designed precisely to ensure that society understands its responsibilities, and that students with disabilities can know their rights, especially when it comes to education.

The rights of students with disabilities are protected by the Federal Constitution

of 1988, by Decrees No. 6,215 of September 26, 2007, and No. 6,571 of September 17, 2008, by the

LDBN (Law of Guidelines and Bases for National Education), and by Law No. 9394/96, published on December 20, 1996, in the Official Gazette of the Union (DOU), in addition to other decrees, resolutions, and ordinances.

The 1988 Federal Constitution states that:

> Art. 206. Education shall be provided based on the following principles:
> I – Equality of conditions for access to and retention in school;
> Art. 208. The State's duty to education shall be fulfilled by guaranteeing:
> [...]
> III – Specialized educational services for people with disabilities,
> preferably within the regular education system;
> IV – Daycare and preschool services for children aged 0 to 6.
> (BRAZIL, 1988, p. 34).

The Law of Guidelines and Bases of Education, in Chapter V, which deals with Special Education, states in Article 58 that:

> Art. 58. For the purposes of this law, special education is understood as the type of school education offered preferably in the regular school system for students with disabilities.
> §1 - When necessary, specialized support services will be provided in regular schools to meet the specific needs of special education clients.
> §2 - Educational services will be provided in specialized classes, schools, or services whenever, due to the specific conditions of the students, their integration into regular school classes is not possible.
> §3 - The provision of special education, a constitutional duty of the State, begins in the age group zero to six years, during early childhood education.
> (BRAZIL, 1996, p. 33).

It is possible to state that an educational institution cannot refuse, without just cause, access to a child with a disability to its school, since it is provided by law that inclusion must occur, and to achieve this, schools must adapt both pedagogical and didactic resources and physical facilities, so that students with disabilities can have access to the school, and enjoy education just like other students.

CURRICULAR ADAPTATION: EDUCATIONAL INCLUSION OF AUTISTIC PEOPLE

Curricular Adaptation involves modifications to pedagogical, material, spatial, and communication resources. These changes can contribute to developing the potential of students with disabilities, thus enabling positive learning (Cró, 2009).

According to Brasil (1998), the strategies and criteria implemented by teachers enable students to engage in unique learning practices, considering that the teaching-learning process requires meeting the diverse needs of students in school.

Therefore, to achieve success, teachers need to incorporate into their planning possible curricular adaptations aimed at reaching students with Autism Spectrum Disorders (ASD), thereby reliably contributing to the elimination of architectural and methodological barriers, potentially advancing not only the educational sphere but also other aspects such as autonomy.

Education is a right acquired by all and inherent to each student who enters an institution. Therefore, it is an environment that encompasses special/inclusive education, given the diversity of each child. In this context, special education students are faced with the principle of "each individual's development," focusing on each student's abilities and uniqueness in a participatory, beneficial, and comprehensive manner.

According to Dolto (1991), it is impossible not to communicate with an autistic student. Consider what they feel and think when you are in front of them; that is, how they are considered as a subject at all times, and thus be able to understand what is being said. However, a full education cannot be achieved without dialogue between teacher and student, as this is the key to transforming the school environment, enabling a space of multiple and creative possibilities.

Furthermore, the adapted curriculum has a direct impact on the teaching-learning process, and these must necessarily be guided by the National Curricular Parameters (1998) and by all members of the teaching staff, that is, the professionals who are part of the school team.

The teacher plays an essential role in the student's life journey, especially when it comes to inclusive education, when the student receives such a diagnosis and is part of the regular classroom. Professionals who work with children with autism face a wide variety of obstacles in teaching, and in most cases, this becomes a factor that creates barriers to pursuing and seeking adequate training, whether an extension or specialization course, where a certificate is obtained to prepare students to learn what to do in a given situation and how to deal with students with disabilities, ensuring a solution to issues involving them.

According to Mantoan (2003), teaching is learned according to the hegemony and priority of academic

content, and naturally, difficulties arise from this learning, which hinders the processes of reframing, regardless of the level of education at which the student works.

METHODOLOGY

The research was qualitative and descriptive in nature. It focused on analyzing inclusive education, specifically students with Autism Spectrum Disorder, curricular adaptations, barriers faced by teachers in their teaching practices, and their training within the "Alzira Gomes" Elementary School, located in Vargem Alta, Espírito Santo, Brazil, in 2023. The following steps were adopted to address the study's objectives: bibliographical research; field research; and semi-structured interviews.

By using the data provided by the interviewees, it was possible to interpret, categorize, and quantify their perceptions, providing information regarding students with Autism Spectrum Disorder (ASD) at the school studied.

The state of Espírito Santo is located in the Southeast region of the country and has a territorial area of 46,095,583 km², encompassing 78 municipalities, with a total state population of 3,833,486 inhabitants. The state capital is Vitória, which has a population of 322,869 inhabitants; information released in the 2022 census, the people living in the state are called capixabas (Government of the State of Espírito Santo, 2023).

Map Geographical position of the State of Espírito Santo worldwide, regionally and statewide

Source: Government of the State of Espírito Santo, 2023.

MUNICIPALITY OF VARGEM ALTA, ESPÍRITO SANTO

The municipality of Vargem Alta was created by Law No. 4,063 of May 6, 1988, and established on January 1, 1989. The municipality is located at a south latitude of 20°, 40', and 17" and a west longitude of 41°, 39', and 37". It has an area of 417 km², equivalent to 0.91% of the state's territory. The municipality borders the cities of Domingos Martins to the south; Itapemirim to the south; Rio Novo do Sul and Alfredo Chaves to the east; and Cachoeiro de Itapemirim and Castelo to the west. It is 136 kilometers from the state capital, Vitória (IBGE, 2012).

RESULTS AND DISCUSSION

The presentation of the collected data was carried out after the entire process of data collection and coding.

Analyzing the school context mentioned by teachers, focusing on the inclusion process, is one of the challenges of the current emerging reality. When it comes to choosing the necessary tools to include all students, all teachers unanimously responded that they need to use differentiated tools and methodologies adapted to their needs, allowing students to reach their potential at their own pace and time.

This statement is truly supported by Zabala (2014), who believes that if teachers work with inclusion, despite the significant challenges, the school must provide the necessary support to develop a pedagogical practice capable of educating all children, especially autistic children, regardless of their level of development: mild, moderate, or severe. These children are included in Specialized Education Services (SEAs) to supplement or complement students with ASD, in the fight for equality and safeguarding the right to quality education for all.

Teachers have sought continuing education through lectures, extension courses, and other activities.

However, as Silva (2019) states, the development of educational inclusion "can only yield positive results if achieved through professional qualification." In this case, it was noted that the teachers at EM Alzira Gomes are prepared to carry out the work of educational inclusion and, above all, in agreement with the author who states: "that with inclusive education, selectivity barriers to learning are definitively abandoned." In this case, the social environment is expected to adapt to the included student; rather than the opposite, expecting the student to adapt to society.

Teachers strive constantly to provide quality and inclusive work, but they encounter greater difficulties

at school, citing a lack of teaching materials and support from parents and guardians.

It is important for families to seek training, aiming to stimulate and enhance their children's abilities so they can experience the different stages of child development, enabling them to play a significant role in the success of school inclusion. Although the school has defined a standard for student support, families can contribute by providing information about their child's physiological and behavioral characteristics (Almeida, 2016).

Entering mainstream school is a major challenge for children with ASD, mainly due to their specific characteristics, such as inflexibility, resistance to routine changes, difficulties with social relationships and communication, among others. The teacher's role is crucial in understanding that the learning environment encompasses not only academic knowledge, but also physical, psychological, cognitive, social, and emotional development.

By being embedded in the social context, the institution provides expertise in broader and more diverse cultural experiences. Learning occurs through real problems, constructed through learning, and enabling reversibility and roles in the act of teaching and learning (Silva, 2019).

Through studies and research, it was observed that teachers

who lead classrooms and teach children with ASD make adaptations that prioritize their training, material and financial resources, along with a pedagogical practice where the role of the teaching team is fundamental to building a school for all.

Abenhaim (2019) states that inclusion consists of a movement that aims to bring everyone together, not allowing anyone to be left out. All individuals have a huge responsibility, as it depends on each of us to exist.

According to the teachers participating in the research, they stated that building an inclusive community that involves the development and planning of teaching is the main next step. Next, the team must be prepared to ensure better work results and knowledge sharing, thus seeking continuous progress. The step involving the creation of communication mechanisms between the school and the students' families is continually addressed. Finally, the final step is to create time for reflection on the practices developed.

Consequently, team development provides the opportunity to identify leadership roles at EMEB Alzira Gomes, which encourages mutual assistance among educators, thus reinforcing cooperative behaviors. Along this path, it is worth remembering and emphasizing that this manager is the one most responsible for ensuring inclusion occurs in the school, as he or she is capable of opening doors for the exchange of new experiences and developing quality, participatory teaching, thus contributing to knowledge and to the progress and consolidation of work teams.

Analyzing the reflections of the interviewed teachers, it becomes necessary to establish a favorable organizational climate in the teaching environment so that children with ASD are encouraged to develop knowledge, culture, and ethical, political, and human knowledge, making them independent and responsible for their own actions.

In conclusion, the proposal to include students with ASD in the school environment is a challenge for teaching professionals. These professionals must be highly qualified and act with considerable autonomy, in addition to having the ability to outline and develop intervention plans in a wide variety of conditions. It is important to emphasize that their role requires great competence and creativity, as well as extensive professional training, which is crucial in their classrooms.

Teachers need to acquire new skills to work with students from diverse social backgrounds. Therefore, a process of professional transformation is inevitable, where teachers have the opportunity to develop their skills in an atmosphere of camaraderie, collaboration, and support for one another, continually improving their knowledge.

CONCLUSION

The article concludes that the results highlighted the need for teachers to receive specific professional training that encompasses inclusive curricular practices, enabling students to develop high-quality learning, fostering interaction between autistic students and their peers. This will ultimately transform the needs of all students involved into equality, without discrimination, and encompassing their specificities. Thus, it was possible to comprehensively identify relevant actions by students with ASD, such as in school events. The existence of prejudice, the lack of information and training among

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professionals, as well as the lack of physical and pedagogical infrastructure in educational institutions, are situations highlighted that require urgent intervention for truly and effectively inclusive education.

The institution, comprised of a teaching team, is attentive to constitutional principles and promotes the necessary means to provide a quality education that respects differences for all its students.

It is believed that the study will make a significant contribution and be relevant to the academic community, as it will contribute to further stimulating interest in the topic and, thus, improving understanding, thereby improving the current situation of inclusive education in the future. It is important to emphasize that every school must be inclusive, which means that teacher training courses must include, across the curriculum, guidelines, discussions, and practices that effectively train education professionals to support students with special needs.

INCLUSION OF STUDENTS WITH ASD: PROPOSAL FOR INCLUSIVE EDUCATION

Rosana dos Reis Da Silva

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THE SCHOOL COUNCIL IN AN EDUCATIONAL, DEMOCRATIC, AND PARTICIPATORY ENVIRONMENT: RESHAPING THE PARADIGM OF EDUCATION IN THE 21ST CENTURY

AUTHOR

José Kleber Felix dos Santos: Doctor of Education Sciences from the Columbia University of Paraguay (2023). Currently a public servant - Secretary of Education of Pernambuco, teacher at the State Department of Education of Pernambuco and Educational Analyst - Secretary of Education of Pernambuco.

Contact: jkleberfelix@gmail.com | +55(87) 9999-16274

ABSTRACT

The objective of this article is to analyze the role and functionality of the School Council in an educational, democratic, and participatory environment, from the perspective of 21st-century educational paradigms. Thus, it demonstrates the differences between councils, their importance, and their functionality in contributing to the educational process at the Luiz Pereira Junior High School of Reference (EREM) in the municipality of Caetés (PE), within the sphere in which the school is situated for the exercise of its activities, as indicated by the concepts of Democratic and Participatory Management, where a Democratic State of Law is affirmed. From this, the analysis developed through a comparison of data with the perspectives of authors, legislation, and conceptions about Education Councils and Schools. There are still factors, misconceptions, and conceptual gaps that prevent the effective implementation of democratic and participatory management within Education Councils and School Councils. This includes identifying that certain priority segments lack social value due to political and personal interference from municipal/state administrations, directly resulting in a lack of transparency to society and the community in which the school is located, thus creating constant and unsolvable paradigms. It is recommended to seek the effective legitimacy of democratic and participatory management in public schools, bringing to the forefront of discussions a direct selection process for the school administrator position by the school community, as well as the inclusion of parent and/or guardian representatives in this position to proportionally validate the democratic process.

Keywords: School Council. Education. Legislation

INTRODUCTION

In contemporary times, it is understood that the positions needed to consolidate the technique and/or methods for monitoring the performance and/or practice of teaching; the applicability of the curriculum and the very evolution of the students are not solely the role of a single element. The conception and concepts that a collegiate body can contribute to promoting the consolidation of current educational legislation, as well as the applicability of related actions, contemplating the necessary transparency in the effective use of material and financial resources for the benefit of school and educational activities, are being built.

In this context, even if there is a mitigation, and in many cases the elimination of existing problems in the school and educational environment in the three academic spheres: municipal, state and federal, the proposal to implement the School Council as a participatory and/or democratic management tool can shape many positive perspectives on this subject. (PARO, 2007).

From this perspective, and grounded in concepts from other global education frameworks, there are directions for consolidating equal education for all, also promoting the importance of societal participation in actions, as a body overseeing the development and application of the resources involved. Therefore, the need arises for a specific body that should hypothetically be constituted to contribute to the application of current legislation, as well as having the autonomy to oversee resources for educational and school purposes. This prompts many discussions about aspects still in constant conflict with the understanding of its freedom of action, and what the correct direction is for establishing a body that is independent of political issues and contradictory to the understanding of the democratic process existing in Brazilian territory after the 1988 Federal Constitution.

Currently, the hierarchical existence of the following basic "Councils" in education can be highlighted: National Education Council (CNE); State Education Council (CEE); Municipal Education Council (CME); and the School Council (exclusive to each public and/or private educational institution).

With the exception of the National Education Council and the School Council, all have representatives from segments of Civil Society, formed by pairs, that is, for example, if there are three governmental representatives, there must necessarily be three non-governmental representatives (e.g., institutions and/or bodies that represent the community: Neighborhood Associations; Philanthropic Associations that are not financed by the Public Power). However, there are only Parent representatives who are totally independent, as they are the ones who directly represent the students enrolled in the schools.

Therefore, for this reason, the concern is to choose as the object of study the analysis of the role and functionality of the School Council in the educational, democratic, and participatory environment, from the perspective of the paradigms of 21st-century education at the Luiz Pereira Junior High School of Reference (EREM Luiz Pereira Junior). In this sense, the article aims to advance a discussion of how this impacts the School Community, requiring, first of all, consideration of the historical moment in which it is situated; and of the references used for the development of the School Council.

METHODOLOGY

Research consists of a formal process for obtaining knowledge about a given reality, requiring reflection and scientific rigor. Although it seeks the truth, it is not limited to it. Therefore, the objective of scientific research is to seek, in an in-depth manner, answers to all the questions that are part of the investigation. According to Medeiros (2014), for these reasons, the investigative process that involves all research "[...] uses scientific methods, systematic reflection, control of variables, careful observation of facts, establishment of laws or checking of information with already acquired knowledge" (MEDEIROS, 2014, p. 38).

In this sense, important aspects were observed that need to be fulfilled to compose the evidence of the importance of the Councils for the School Community.

With the tabulation of bibliographic data, we sought

to add relevant concepts and perspectives adopted by the research subjects regarding the elaboration and development of the Council's activities for the school and the students.

ANALYSIS AND DISCUSSION OF THE RESEARCH

For the development of the research, two questionnaires were applied: the conceptual investigation questionnaire, which broadly identified the behaviors and conceptions about the Council that the interviewees possess, and the interview, which obtained answers to the objectives pre-established in the construction of the Research Project for the implementation of this work.

It is important to highlight that this process was carried out from the perspective of constructing the necessary analyses to achieve the objectives listed in the introductory chapter, which presents the specific objectives of this work.

The operation of a School Council in the educational context in a school in the interior of Pernambuco was very significant in demonstrating the importance and, above all, the need for the re-signification of the concept and behaviors existing in this institution.

The development of the study was based on the investigation of the operational and ideological processes of the School Council in a state-run public school in the municipality of Caetés (PE).

Thus, data collection will follow the structural aspects below:

Table 1 - Objectives for research participants

Role	Instruments			Objetive
	TCLE	Questionnaire (1)	Interview (2)	
Manager	Yes	Yes	Yes	To discuss knowledge of the historicity and participation in democratic management within the School Council
Teachers	Yes	Yes	Yes	To examine knowledge about the role and functionality of the School Council
Parents and/or guardians	Yes	Yes	Yes	To ascertain the knowledge and participation of agents in the functionality of the School Council

Source: Author's data, 2022.

However, there are situations where the use of a closed and standardized instrument, such as a standardized questionnaire, is necessary and advantageous, ensuring, according to Laville and Dionne (2008), a unified perspective on the questions, their order, and choices, whether they concern knowledge, beliefs, feelings, values, interests, expectations, aspirations, fears, and behaviors, facilitating the gathering and comparison of chosen responses, as well as accepting the use of statistical tools during analysis. The choice to apply a standardized questionnaire in this investigation consists of translating the collected data objectively and reliably into "the objects of the research into specific questions" (GIL, 2010, p. 121).

The initial proposal of this study aimed to demonstrate the importance of the work and development of democratic activities within the school environment. In this field, it was observed that the performance and applicability of theories aimed at the prosperity of democratic concepts are still linked to counter-arguments related to the unilateral idealism of a cultural domain still in force in Brazilian education.

This issue is perceived, mainly, because within the educational sphere there is still a hierarchical and political "power" related to the presentation of educational and social public policies that still point to the State's dominance in the construction of citizenship and socio-culturalism geared towards a proposal, as highlighted in Freire's (1980) construction of knowledge, a dominance of dominant forces in an education that claims to be autonomous, but even in contemporary times old customs and practices are enshrined where the student and their family must serve what society expects from their evolution in their social groups.

Also discussed is the existing misunderstanding between the School Council and the Executive Unit, namely:

> It is essential not to confuse School Council with Executive Unit. The School Council is a collegiate body within the school structure, composed of the principal and representatives of teachers, other staff, parents or guardians, students, and the local community (if applicable), whose role is to decide on pedagogical, administrative, and financial matters within the school. In contrast, an Executive Unit is a

private, non-profit entity representing public schools, comprised of members of the school community responsible for formalizing the procedures necessary for receiving the transfer of financial resources allocated to schools, as well as for the execution and accountability of these resources. (BRAZIL. 2020, p. 10).

The process of redefining the Councils is still a struggle that will be independent of municipal managers. Amidst the achievements, what can be observed is that the representation of parents and/or guardians is still at the mercy of partisan politics and inconsistencies developed by people who lack honesty in their actions, and who would be very beneficial to the society in which the school is located.

The literature on the issue of financial resources that contribute to the work of the Councils is still scarce; however, it is worth looking into improving this topic, demonstrating that the existing gaps in the Councils due to a lack of members and their respective representatives are a manifestation imposed by those who do not accept or do not want democratic and participatory work within the school.

The initial proposal of this article aimed to demonstrate the importance of the work and development of democratic activities within the school environment. In this field, it was observed that the performance and applicability of theories aimed at the prosperity of democratic concepts are still linked to counter-arguments related to the unilateral idealism of a cultural domain still in force in Brazilian education.

Starting from this ideological and especially philosophical construction, it should be noted that the work to build an autonomous Council is still an invisible struggle in the eyes of Brazilian society, and especially schools, aiming at preventing the growth of a society that is still in a vulnerable situation.

Having as sociocultural principles the necessary objectivity to change the political and doctrinal aspects that, even in contemporary times, make the formation of a Council an internal conduct to enable actions related to public policies that give financial rights to educational institutions, from Elementary School to the final stage of High School (e.g., School Transportation), it is necessary to build new paths to be followed and conducted with a true practice of democratic management.

A conduct seen in articles, conceptions and formations of concepts about the practice of democratic management points to the development of actions among school managers, however, it must be expressed that in Brazil, the identification of a democratic management that involves the possible work of parents and/or guardians of students in school management is still very low.

The main situations that are being made possible through public education policies demonstrate that there is still a long way to go for education scholars, as well as for the "managers" who, in some cases, act as puppets for the development of the Councils, as well as to hinder educational progress in their region.

As a positive perspective for the development of democratic and, above all, participatory management, adopt a practice relating all subjects declared and made effective as members of the school community to the list of candidates for filling an existing vacancy in the School Councils. To occupy the role of president of this body, one must discuss in a way that understands and makes effective all the rationality and, above all, objectivity existing in the current legislation, starting initially with changing the understanding that a School Council can be chaired by a parent as long as there are pre-established requirements in accordance with the functions discussed in the specific legislation for the formation and operation of the School Council.

The legislation for the Fundeb Social Support and Control Councils and the School Food Council already allows for the appointment of parent representatives as presidents, although gaps are still found in the performance of the functions and practices carried out by them.

Another point, still questionable and which represents a confrontation even for the understanding of democratic and participatory management, is the appointment of parent and/or guardian representatives in the management of public schools, something that

is expressed and understood by current legislation that these representatives do not have the competence for such functions.

Many issues were observed and identified during the research, demonstrating that there are numerous situations in which the presented democratic and participatory management. This violates conceptions, discernments and theories of the formation of the process. It then leads to the understanding that there is still no organization, or even a proposal, that leads education managers and a politically active society to follow the innovative and victorious path of democracy through the participation of all.

In Brazil, the theme of democratic and participatory school management still faces many perspectives that are not related to the essence of democratic and participatory concepts. Although there are many discourses about school management being an almost necessary and enriching action and behavior for the benefit of public schools, many discrepancies and stumbles are identified, as well as questions that are not answered by educational theorists and philosophers in a concrete way, resorting to negative conceptions that are not considerably accepted by a large part of society and the school community.

When answered, the discernments and statements are impositions that go against the theories and conceptions of democracy, leaving aside many reasons that do not list an innovative proposal for change.

Romão Netto (2015), in his work on "new public management," characterized the important participation of parents in the management of public education institutions, mainly based on the neoliberal thinking of President Fernando Henrique Cardoso, who always presented as the main goal of his government the adoption of an administration carried out and made effective with the participation of all, since popular participation is one of the conditions for the realization of democracy. In this sense, problems arose that, over time, became obstacles fostered by negative and non-liberating perspectives on democracy.

Other important aspects, such as the foundations for the development of a "new public management," were in the thinking and what was strongly opposed by organizations, mainly educational ones, through their public managers, the administrative reform presented by Bresser-Pereira (2009). (ROMÃO NETTO, 2015). The administrative reform, which should present resources and means of social, cultural, and administrative inclusion within state ownership, since this could be a tool against still elitist positions that believe, even in contemporary times, to dominate Brazilian education, or any public body of interest to the less favored society.

CONCLUSION

The development of this work made it possible to form, as well as design, important reflections on the role of educational institutions, as well as the ideology necessary for the growth of the behaviors of School Councils and Education Councils in the face of the thinking of democratic and participatory management.

The study also demonstrated that, given the perspectives of the subjects who participated in the field research, it was understood that they are not sufficiently able to be autonomous in the discussion of the themes that open up, from the relevance of the role of the council and its councilors to the actions that can lead and transform into partnerships the goals for educational enrichment in a public school.

This study also identified that one of the biggest negative manifestations for the non-recognition of Education and School Councils is the participation, contrary to legal norms and beneficial to society, of municipal managers, who in the vast majority of cases have the collaboration of educational managers.

In this sense, the objective of this article was to analyze the role and functionality of the school council in the educational, democratic, and participatory environment, which led to the understanding that the formation of a school community requires more in-depth studies on the behavior and practice of including concepts about the relevance of councils in a public school, since the democratic and participatory process in an

educational institution is still intertwined with perspectives of discrediting these bodies.

The behavioral aspects of democratic management still open up a range of information about the conduct and the way it is developed not only in the school field of research, but in a general way, where the mismatch between the concept of participation of the research subjects and the effectiveness of democratic acts for the benefit of the school and the community in which it is located is found.

Initially, the importance of the school council in a democratic and participatory environment becomes clear. It was identified in all conceptual and philosophical contexts that the work, being coherent and developed without any political and/or partisan interference, reaffirms the functionality of the School Council as a positive path for the development of democratic and participatory behaviors of those who act and participate actively, from management to the participatory role of parents in the school (for example, the school cleaning work parties).

The path still to be traveled for the formation of concepts and conceptions that would not vulgarize the councils requires more practices and acceptance from educational and school managers.

There are many criteria that need to be changed in the legislation governing Education and School Councils, including actions that can revolutionize the manipulative behavior of managers who do not aim for the evolution of education. These could act innovatively within the parameters of existing democratic concepts in Brazil, as well as in a participatory manner. Therefore, it is understood that changes are necessary in view of the effective participation of parents and/or guardians in the management of public schools. This leads to the composition of a range of criteria so that this can be carried out productively and insightfully within the legal parameters of Brazilian educational legislation.

Thus, what can be concluded from the development of this study is the incoherence of the understanding of democratic management, with regard to participatory actions, as well as the inconsistencies in the formation

of school and education councils, and also the low vision of teachers who believe that the councils are a tool that has a supervisory and deliberative character only in favor of the municipal or state manager.

It is believed that in the not-too-distant future, Education and School Councils will be more autonomous, and with their own resources, they will be able to be redefined in a way that reflects the Brazilian reality, thus ensuring the participation of all and guaranteeing the implementation of acts of democratic and participatory management within the society in which the school is embedded.

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